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ABSTRACT

This booklet of support materials is intended for use with the publication, "Manual for Evaluation of Occupational Education Programs." The support materials include the forms to be used in preparing for, conducting, and reporting upon the assessment of occupational education programs. Forms are to be reproduced locally. Section 1 contains both guidelines for establishing expectation statements and key area elaborations for key areas 1 through 14. Section 2 provides instructions for preparing appraiser guides and a sample completed appraisal guide. In section 3 are provided directions for completing the appraisal form and a sample completed appraisal form. Section 4 contains information to guide members of the evaluation committee in informing appraisers about the system for evaluating occupational education programs and about the specific activities they are expected to carry out. Materials include suggested procedures for orienting appraisers and directions to appraisers for using the appraiser guides. Section 5 contains the information and forms an agency needs for completing the assessment summary (report of the assessment), including directions for preparing the assessment summary, cover pages and assessment summary forms for agency and program key areas, and a sample completed assessment summary form. (YLB)

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SUPPORT MATERIALS

FOR THE EVALUATION OF OCCUPATIONAL EDUCATION PROGRAMS

FOR USE BY SCHOOL DISTRICTS

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Howard Berkun

PREFACE

This booklet of SUPPORT MATERIALS FOR EVALUTION OF OCCUPATIONAL EDUCATION PROGRAMS is intended for use with the accompanying publication, MANUAL FOR EVALUATION OF OCCUPATIONAL EDUCATION PROGRAMS. The support materials include the forms to be used in preparing for, conducting, and reporting upon the assessment of occupational education programs. The materials also include directions for completing the various forms.

There are two versions of the manual and of the booklet of support materials: a BLUE VERSION to be used by school districts and a GREEN VERSION to be used by BOCES. Readers will avoid confusion if they select the proper version of both documents. Readers are also advised to study the contents of the manual before making use of the materials in this booklet.

The forms contained in this booklet are to be reproduced locally. In the event that additional single copies of forms are needed, please contact:

Bureau of Occupational Education Research and Evaluation
New York State Education Department
Room 1624
Albany, New York 12234
Telephone: (518)474-5506 or 474-8449

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SECTION 1

THE KEY AREA ELABORATIONS

The key area elaborations are for use by the evaluation committee and by others who help them in (a) establishing expectation statements, (b) identifying appraisers, and (c) deciding upon appropriate items of evidence. Before undertaking these activities the persons involved should study Steps Three and Four in the Manual for Evaluation of Occupational Programs. Following this page are the Guidelines for Establishing Expectation Statements. These Guidelines and the Key Area Elaborations should be reproduced locally for use as needed.

GUIDELINES FOR ESTABLISHING EXPECTATION STATEMENTS

A discrete expectation statement is established locally for each criterion.

A. Characteristics of an Ideal Expectation Statement.

1. It translates the criterion into an explicit statement which can be verified.

2. It reflects the policies and the goals of the school district.

3. In appropriate instances it is stated quantitatively as a number or a percentage.

B. Steps in Establishing an Expectation Statement.

A "key area elaboration" is provided for each key area. Each key area elaboration contains a rationale, comments, definitions as needed, sample expectation statements, and suggestions for evidence to be presented to appraisers in order to verify that the expectations have been met. Before attempting to establish an expectation statement for any criterion, the group charged with the task should review these guidelines and the respective key area elaboration.

1. Consider the key area in its entirety. The rationale within the key area elaboration encompasses the entire key area. The criteria (assuming there is more than one criterion) address various components of the key area. Before considering any individual criterion the group should consider the rationale and comment for the key area and should make sure that all participants have the same understanding about the key area. If uncertainties persist after group discussion, the coordinator may wish to clarify those uncertainties by contacting the Bureau of Occupational Education Evaluation and Research. A Bureau member is appointed as a contact person for each school district which is carrying out the evaluation.

2. Be sure that the criterion is understood. The relationship between criteria (where more than one criterion exists within any key area) should be discussed. For certain key areas there are separate criteria to distinguish between process (the steps undertaken by the district) and outcome (demonstration by the students of the requisite skills and knowledge). If after reading and discussion the group members feel that criteria overlap (or otherwise are not clearly understood), the coordinator should seek clarification from the contact person within the State Education Department.

3. Consider the school district's policies and goals which relate to the key area. For each criterion, what level of performance is expected? If local policies are not explicit for the key area, what steps are desirable in order to make them explicit? Each expectation statement becomes a statement of school district policy -- a standard of quality -- and therefore guides future performance.

4. Consider current practice within the school district. Does practice conform to the stated policy? If not, is there a need to reconsider policy, practice or both? The group may decide upon an expectation statement which reflects ideal practice (e.g., a placement rate of 100%), in which case any performance less than the ideal will result in the finding that the expectation is not met. Another group may decide to set the expectation statement at such a low level that appraisers will be sure to agree that the expectation is met; in such case

the information received from the assessment will be of little use to the school. The expectation statement should, rather, promote responses by appraisers to two significant questions:

(a) In this area, is the school district performing at the level it wishes?

(b) If not, what steps are desirable in order for it to reach that level?

5. Where appropriate, consider policy statements by external agencies such as regulatory agencies, accrediting agencies, or professional associations. These statements may have an impact upon school district policy (item #3 above) as well as upon the content of the expectation statement. Professional associations may promulgate standards for facilities and equipment (key area #11) or they may provide statements concerning the occupational skills to be developed (key area #7). Local ordinances may relate to safety (key area #12).

6. Consider carefully the sample expectation statements within the key area elaboration. In a number of instances it may be possible to adopt one of the sample expectation statements without change. In other instances a sample statement can be modified to meet local needs. Experience has shown that the time and effort for preparing expectation statements can be reduced significantly by careful consideration of the sample statements. The group should draft an entirely new statement only if its members agree that none of the samples can be modified to meet local needs.

7. Consider possible means for demonstrating what is being done. The appraisers are to make judgments concerning the criterion on the basis of the evidence that the school district presents. The intrinsic content of the expectation statement should be independent of the availability of evidence, but the wording of any expectation statement may be influenced by the nature of the evidence. It is therefore appropriate while considering the wording also to consider the available items which may be used as evidence that the criterion is met. **An expectation statement is desirable even if no evidence is available.**

8. Determine whether the expectation statement can be expressed numerically. The group should consider whether numbers or percentage figures are appropriate within the expectation statement. Judgments based upon direct measurements are more precise than judgments based upon general impressions.

9. Ask appropriate members of the school district to review the draft expectation statements. Committee members who are not directly involved in establishing the expectation statement may be asked to review draft statements to ascertain that they are easily comprehended. Before they become official, all expectation statements should be endorsed by the members of the staff who are directly responsible to the school district's governing board.

KEY AREA ELABORATION

KEY AREA #1: AWARENESS OF OCCUPATIONAL EDUCATION PROGRAMS

RATIONALE AND COMMENT:

In order to make sound choices about their education, students and potential students need to know the full range of opportunities available to them in occupational education: in secondary schools, in BOCES, in postsecondary institutions, or elsewhere. If the school district is to serve its students and potential students fully, it must help them become aware not only of the programs it offers but also of the programs offered by these other institutions. Cooperative relationships among agencies (key area #2) are desirable as the school district carries out this function.

Awareness extends beyond the knowledge that the programs exist. Potential students should become aware of the importance of the specific programs in helping them achieve their educational objectives. They should become aware that they have access to those programs--that the traditional barriers no longer exist.

It is difficult to measure precisely the district's performance with respect to criterion 1.2 and criterion 1.3. The information gained from one year's appraisal may help the district develop increasingly satisfying performance and more precise measurement during subsequent years.

Districts should recognize the value of youth leadership organizations in carrying the message of occupational education opportunities to potential students.

DEFINITION:

Potential students: Persons who have not attained their twenty-first birthday and who reside within the district are legally entitled to enroll in occupational education programs. Adults are also potential students for programs designed specifically for them. The group below age 21 includes the following:

- Students in feeder schools.
- Enrolled students in public high schools who are not in occupational education programs.
- Students in non-public high schools.
- Out-of-school youth.

CRITERIA:

1.1 Information about programs in which they may enroll is made available to potential students.

1.2 Systematic efforts are made to assure that members of special populations are informed about occupational education programs in which they have traditionally been underrepresented.

1.3 Potential students demonstrate awareness of programs available to them.

SUGGESTED EXTERNAL APPRAISERS

- Former students.
- Parents of current or former students.
- Representatives of newspapers, radio stations, or advertising agencies.
- Representatives of the New York State Department of Labor or the U.S. Department of Labor.
- Counselors or administrators from other BOCES.
- Representatives of community groups which provide services to special populations.
- Representatives from postsecondary institutions which offer programs in occupational education.

CRITERION 1.1: Information about programs in which they may enroll is made available to potential students.

COMMENT:

The majority of potential students come either from the student body of high schools or from the feeder schools, and most school districts have effective procedures for helping those students learn about available occupational education programs. Students in private schools are also eligible for admission to the school district's occupational education programs. It is relatively easy to provide information about available programs to those students. Out-of-school youth and adults are potential students; generally, they are the most difficult to reach. Precise measurement of the extent to which they are informed of available occupational education programs is impossible unless there is adequate information about the size of the group. Some schools may find it desirable to survey the community, possibly in cooperation with appropriate community agencies, in order to identify out-of-school youth and adults who are eligible for occupational education.

Members of youth leadership organizations may provide valuable assistance in promoting awareness among potential students. They may participate in presentations to groups of potential students, they may assist with tours and open houses, and they may serve as role models.

SAMPLE EXPECTATION STATEMENTS:

1. All ___th grade classes receive presentations and written materials describing the occupational education programs offered by the school district and by the BOCES.

2. During the academic year ___% of the potential students in the geographical area served by the school receive information concerning the occupational education programs offered by the school district and by the BOCES.

3. The school engages in the following activities in order to inform potential students of the programs offered by the school district and by the BOCES:

   a. Activities directed primarily toward pupils enrolled in feeder schools:
      (1) Offer presentations at school assemblies describing programs offered by the school district and by the BOCES.
      (2) Provide each school counselor with written materials about available programs and program requirements.
      (3) Set hours for staff to be on site at the feeder schools for individual meetings with interested pupils; ask school principals to inform the public of those hours.
      (4) Display within feeder schools the work of students currently enrolled in occupational education programs.
      (5) Promote the development of exploratory classes related to the available occupational education programs; provide advice, materials, and assistance in instruction for such exploratory classes.

   b. Activities directed primarily toward out-of-school youth

      (1) Obtain lists of recent school dropouts and make direct mailings to them.
      (2) Provide staff of community agencies with written materials about available programs and program requirements.

(3) Display the work of current students at appropriate locations within community agencies.

c. Activities directed toward all potential students:

(1) Make radio, television and newspaper announcements of available programs.
(2) Mail information about available programs to all community residents.
(3) Hold open houses and parent's nights; conduct tours of the occupation education facilities within the school district.
(4) Arrange visits to the BOCES

SUGGESTIONS CONCERNING EVIDENCE:

- Provide appraisers with copies of written materials which are made available to potential students; also provide information concerning the distribution of the materials.

- Provide oral or written information about the assembly programs and other presentations in which the occupational education programs were described. Provide information about the number of potential students reached in each presentation.

- Provide copies of radio, television and newspaper announcements which were made; provide information about the projected size of the audiences for each announcement.

- Provide oral information about the attempts to reach out-of-school youth. Provide a list of community agencies with which the school district maintains contact. Appraisers may be invited to contact the agencies via telephone in order to confirm that the agencies have been involved.

- Arrange brief conferences with guidance counselors in feeder schools in order for appraisers to ascertain that they have received written materials to be used in informing pupils about occupational education programs.

- If the school district uses a registration form or enrollment form that requests entering students to state how they became aware of the programs in which they are enrolling, summarize the responses and make the summary available to appraisers.

If the school district has identified a useful practice for the assessment of the criterion, please check the box in item #6 of the assessment summary form or share the information directly with the SED contact person.

* * * *

provided to ___% of the members of each special group in order to help them understand how the programs contribute to their education.

2. As part of its regular activities, the school district undertakes the following steps:

   a. Prepares for each identified special population written descriptions of the occupational education programs which are designed to appeal to the members of the special group. The materials feature representatives of the special population as positive role models.

   b. Provides individual or group counseling for members of identified special populations.

   c. Arranges open houses and tours of facilities for each identified special population. Wherever possible, representatives of the special population who serve as positive role models participate in conducting the tours and are hosts for the open houses.

   (NOTE: If any of the special populations include persons with limited proficiency in English, the written materials, presentations, etc., should be in language the participants can understand.)

SUGGESTIONS CONCERNING EVIDENCE:

- Provide appraisers with information about recent surveys which were conducted to identify special populations in the community; provide samples of the written materials which are used to appeal to the identified special populations; provide information about the distribution made of those materials.

- Arrange for appraisers to interview members of the school who have participated recently in providing special populations with information about available programs. Prepare a suggested list of questions to be addressed during the interview.

- Arrange for appraisers to interview enrolled members of special populations in order that the students can describe the ways in which they learned about the opportunities available to them in occupational education.

- If the school district uses a registration form or an enrollment form that requests entering students to state how they became aware of the programs in which they are enrolling, summarize the responses for each special population and make the summaries available to appraisers.

If the school district has identified a useful practice for the assessment of the criterion, please check the box in item #6 of the assessment summary form or share the information directly with the SED contact person.

* * * *

KEY AREA ELABORATION

KEY AREA #2: COOPERATIVE RELATIONSHIPS AMONG AGENCIES

RATIONALE AND COMMENT:

A school district must work cooperatively with other agencies if it is to ensure that students and potential students are adequately informed of the full range of available occupational education programs. Following are the types of agencies with which school districts may form cooperative relationships:

(a) Agencies which offer occupational education programs:

- o BOCES.
- o Postsecondary institutions (proprietary institutions, community colleges, four-year colleges).

(b) Agencies which serve as sources for students:

- o Feeder schools (note 1).
- o Non-public schools (note 2).

(c) Agencies which can help identify potential students or which can help provide information to potential students:

- o Youth organizations (e.g., Scouts, 4-H club).
- o Community based organizations.
- o Associations serving individuals with specific handicapping conditions.

A written statement is generally desirable so that the parties to a cooperative arrangement may have a relatively clear understanding of the nature of the arrangement and of the activities each party is to undertake. A letter is the type of written statement most frequently encountered.

Although the criterion for this key area is closely related to Key Area #1 (Awareness of Occupational Education Programs), cooperative relationships can extend to other key areas such as #3, Program Selection; #4, Program Development; #6, Development of Basic Skills (communication and computational skills); and #14, Placement. Appraisers may be asked to comment informally upon existing or desired cooperative relationships for any of those areas.

NOTE 1: The feeder schools are generally within the agency (school district), so this type of cooperative arrangement is not between agencies. However, the key area extends to this type of cooperative arrangement.

NOTE 2: Under New York State law, students enrolled in non-public schools are eligible to attend occupational education programs in the public schools.

CRITERION:

2.1 The school district establishes cooperative relationships with other appropriate agencies to assure that all students and potential students are informed of the full range of available occupational education programs.

SUGGESTED EXTERNAL APPRAISERS:

- The appraisers who examine Key Area #1 should also examine Key area #2.

* * * *

The feeder school will perform the following activities:

(1) Distribute the brochures to all students in the ____th and ____th grades.

(2) Arrange for ____ assembly programs per year, at times mutually agreeable with the secondary school, for presenting information about occupational education to all students in the ____th and ____th grades.

(3) On dates and at times mutually acceptable with the secondary school, provide office space for counselors from the secondary school to meet individually with students who desire information about occupational education programs.

(4) Provide adequate notification to students and their parents about the assemblies and about the opportunities for individual counseling; notify students and their parents about open houses and parents' nights to be held at the secondary school and at the BOCES.

(5) Arrange for counselors from the feeder schools to participate in orientation sessions conducted by persons from the secondary school.

b. with (named BOCES)

(Note: the lists of activities to be performed by the participating agencies are likely to be similar to the foregoing lists.)

c. with (named postsecondary institution)

(List the activities which each agency agrees to perform.)

d. with (named non-public school)

(List the activities which each agency agrees to perform.)

(Note: if an agency declines to participate in a cooperative arrangement, the school district may wish to solicit a written statement to that effect).

e. with (named community service agency)

(List the activities which each agency agrees to perform.)

SUGGESTIONS CONCERNING EVIDENCE:

- Provide copies of written agreements with other agencies showing the activities each agency is to perform.
- Arrange for appraisers to talk via telephone with representatives of the agencies participating in cooperative arrangements in order to ascertain the extent to which their combined efforts promote awareness of occupational education programs.
- If an agency has declined to participate in a cooperative arrangement, provide copies of the school district's letter proposing the arrangement and the reply of the declining agency.

If the school district has identified a useful practice for the assessment of the criterion, please check the box in item #6 of the assessment summary form or share the information directly with the SED contact person.

KEY AREA ELABORATION

KEY AREA #3: PROGRAM SELECTION

RATIONALE AND COMMENT:

Three major considerations should influence the potential student's selection of a specific occupational education program:

- Student interest.
- Student aptitude.
- Availability of employment opportunities.

The role of the school is to help potential students make wise choices. Following are some of the ways in which the school can fulfill that role:

1. Administering aptitude tests and/or interest inventories. (Note: agencies desiring assistance may contact SED's Bureau of Guidance.)
2. Interpreting the results of the tests and inventories to the students.
3. Providing information about program requirements for areas in which students express interest.
4. Providing information about current prospects for employment in the field.
5. Providing information about long-range expectations for employment in the field.
6. Offering short-term exploratory courses in occupational fields.

While some information can be provided in group settings, individual counseling is also important.

Students who go to BOCES for occupational education generally choose their programs before entering the BOCES. The school district's responsibility extends to those students as well as to students who enroll in occupational educational programs within the school district. The cooperative arrangement between a BOCES and a school system (Key Area #2) may specify the activities to be performed by each agency in helping students choose their occupational education programs.

CRITERIA:

3.1	The school district assists potential students in relating their interests and aptitudes to the available occupational education programs.
3.2	The school district provides information to students about program requirements for occupational education programs in which they express interest and about employment prospects for program completers.

SUGGESTED EXTERNAL APPRAISERS:

- Staff from employment service agencies.
- Parents of current or former students.
- Pupil personnel staff from other school districts with occupational education programs.
- Representatives from the local BOCES.
- Staff from community service agencies which serve young people.
- College faculty members who are knowledgeable about interpreting test results.

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FOR CRITERION 3.1: The school district assists potential students in relating their interests and aptitudes to the available occupational education programs.

****

SAMPLE EXPECTATION STATEMENTS:

1. Before selecting a program of study each potential student completes the _____ test and the _____ interest inventory. The student receives a written statement showing the results. The student meets with a counselor to discuss the relationship between the results and the various occupational education programs which are available.

2. Each potential student attends an individual conference with a designated staff person during which the student's interests and the available education programs are discussed in light of the results of the student's performance on the _____ aptitude test. The student receives a written report of the conference, the staff person's recommendations concerning program placement, and instructions for obtaining further notice or information if desired.

SUGGESTIONS CONCERNING EVIDENCE:

- Provide appraisers with verbal or written information about the way in which the aptitude tests and interest inventories are administered.
- Provide sample copies of the aptitude tests and interest inventories.
- Arrange for appraisers to meet with counselors to determine the extent to which (a) the counselors are involved in helping students choose occupational education programs, (b) the procedures they follow in providing that help, and (c) the resources they use.
- Ask appraisers to interview students concerning the nature of the help they received when selecting their programs.
- Arrange for appraisers to observe a counseling session.
- Appraisers may wish to obtain instructors' opinions as to whether students are making appropriate choices of programs.

If the school district has identified a useful practice for the assessment of the criterion, please check the box in item #6 of the assessment summary form or share the information directly with the SED contact person.

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FOR CRITERION 3.2: The school district provides information to students about program requirements for occupational education programs in which they express interest and about employment prospects for program completers.

****

COMMENT:

Program requirements include such items as:

- Prerequisites to be met.
- Courses or other activities to be completed (includes time schedules, length of courses).
- Performance standards to be met.
- Attendance standards.
- Fees or expenses for which the student is responsible.

Employment prospects include opportunities during the immediate future and over an extended term. If the local employment opportunities are different from opportunities outside the geographical area, the student should be informed about those differences.

Persons who are responsible for helping potential students select occupational education programs will need to assemble information concerning the requirements for each available program, and they will need to update that information regularly. They will also need to maintain up-to-date information about current and future employment prospects within the locality and outside the locality.

SAMPLE EXPECTATION STATEMENTS:

1. Each potential student engages in a minimum of _____ career conferences with a counselor. During the conference(s) the student is given written information about the requirements for programs in which he expresses interest. The student is also given information about job opportunities in the field, including placement rates for program completers during the past _____ years.

2. _____ % of the potential students expressing interest in any occupational education area are given information about program requirements, course content, and placement rates for program completers.

SUGGESTIONS CONCERNING EVIDENCE:

- Provide appraisers with the copies of written information which potential students receive about program requirements, employment opportunities, and placement rates.

- Arrange for appraisers to interview students about the guidance they received to help them select appropriate occupational education programs.

- Arrange for appraisers to interview guidance personnel and other appropriate staff concerning the assistance they provide to potential students about program requirements, employment prospects, and placement rates.

- If appropriate, arrange for appraisers to observe a career conference between a counselor and a prospective student.

If the school district has identified a useful practice for the assessment of the criterion, please check the box in item #6 of the assessment summary form or share the information directly with the SED contact person.

KEY AREA ELABORATION

KEY AREA #4: PROGRAM DEVELOPMENT

RATIONALE AND COMMENT:

Program development involves the following:

- o Decisions to offer new programs.
- o Decisions to discontinue existing programs.
- o Decisions to make major changes in the goals of existing programs with resultant changes in content. Example: expand an existing secretarial program in order to prepare students specifically as medical secretaries or legal secretaries.
- o As the term is used in this evaluation, program development also includes decisions to increase or decrease the number of sections of any course within an existing program.

As appraisers make judgments concerning this key area of program development, they should focus upon the four areas stated above. Program development should be distinguished from program improvement. Program improvement involves changes in existing programs in order to enhance the achievement of established objectives; it is an implied element in each of the program key areas (Key Areas #6-#12).

Two major factors influence decisions about program development. They are (a) student demand and (b) employment opportunities (current and projected). These two factors are not always compatible. Careful consideration is necessary when student demand is high, but employment opportunities are limited or vice versa.

A third factor is the existence of occupational education programs elsewhere in the geographic region. BOCES or private agencies may respond to some needs more effectively than the school district can. The availability of occupational education programs at the postsecondary level may serve as the impetus for a school district to develop programs that articulate with them. Appraisers will wish to consider whether school district officials consult periodically with other agencies within the geographic areas in addressing occupational needs.

A fourth factor is the availability of human and physical resources. Resources are part of another key area, Key Area #11. For the key area of program development, appraisers should limit their judgments to three specific points: (a) whether there is a sufficient supply of qualified instructors to staff contemplated programs, (b) whether recent decisions to expand or contract existing programs have depended upon the availability of qualified instructors, and (c) whether physical resources are available or can be acquired for contemplated new programs. Other judgments concerning resources may be deferred to the appraisers who review Key Area #11.

Finally, established procedures should exist for systematically reviewing the information pertinent to program development. The procedures should include regular review of information such as the following:

- o Past and current enrollments for specific programs.
- o Past and current teacher/student ratios in various courses within programs.
- o Data concerning unmet student demand for various courses and programs.
- o Availability of occupational education programs elsewhere within the geographic area.
- o Projections by program for future enrollments.
- o Placement rates by program for program completers during the recent past.

- Local, regional and national labor market data.
- Projected future placement rates for specific occupational fields.
- The emergence of new fields which will offer new employment opportunities.

CRITERION:

4.1 Occupational education programs are developed to respond to current and emerging employment demands and to the interests of potential students.

SUGGESTED EXTERNAL APPRAISERS:

- Representatives of Federal, State or local agencies which maintain current and projected labor market data
- Representatives of labor unions
- Administrators who have supervisory responsibility for occupational education in other school districts or in BOCES
- Members of the local chamber of commerce.

* * * *

- Arrange for appraisers to review a sample set of data which school personnel have considered in arriving at recent decisions about program development. The data may include:

a. Report of results of surveys concerning student interest in specific occupational education programs
b. Local, regional and national labor market data
c. Past, current and projected enrollments by program
d. Placement data by program
e. Any available information about emerging occupational fields and about employment trends
f. Availability of secondary and postsecondary programs in occupational education elsewhere within the geographical area.

If the school district has identified a useful practice for the assessment of the criterion, please check the box in item #6 of the assessment summary form or share the information directly with the SED contact person.

KEY AREA ELABORATION

KEY AREA #5: STAFF DEVELOPMENT

RATIONALE AND COMMENT:

STAFF DEVELOPMENT encompasses all of the activities after initial employment through which staff members enhance their capability to provide effective services to students. Staff development activities fulfill four major functions:

- They augment and supplement the skills developed during preprofessional preparation.
- They relate general professional skills to particular situations.
- They help staff keep abreast of new developments in their areas of specialization.
- They promote the critical examination of a range of ideas in the theory and practice of education.

Staff development may be internal, external, or both. It may be formal, informal, or a mixture of the two. Typical staff development activities include the following:

- Participating in the activities of professional organizations.
- Attending formal classes.
- Visiting industries to observe practices and facilities.
- Visiting other educational agencies to observe practices and to share ideas.
- Engaging in work experiences in industry.
- Engaging in applied research.
- Reading.
- Participating in group activities within the school.

An effective program of staff development involves:

- Identification of specific needs.
- A plan to address the identified needs.
- When the plan is carried out, a means for assessing the extent to which the need is met.

The appraisal should focus upon the effectiveness of the activities rather than solely upon the activities themselves.

CRITERION:

5.1	Instructional and administrative personnel engage systematically in activities through which they enhance their capabilities to provide services to students in occupational education programs.

SUGGESTED EXTERNAL APPRAISERS:

- College faculty involved with teacher-preparatory programs.
- Senior officers in local businesses or industries.
- Administrators from other school districts or from BOCES.
- Representatives of professional education associations.

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CRITERION 5.1: Instructional and administrative personnel engage systematically in activities through which they enhance their capabilities to provide services to students in occupational education programs.

****

SAMPLE EXPECTATION STATEMENTS:

1. Over a period of _____ years all staff members engage in individual, agency-approved staff development activities designed to enhance the staff members' services to students in occupational education programs.

2. Each year each staff member (administrative, instructional, guidance or other professional) prepares an individual plan for staff development activities. At the end of the year _____ % of the staff members state that the planned activities have been carried out and that the stated objectives have been achieved.

SUGGESTIONS CONCERNING EVIDENCE:

- Provide appraisers with copies of the school's written policy statements concerning staff development. The statements should include (a) means for identifying staff development needs, (b) the procedures for promoting and/or conducting staff development activities, and (c) the means for assessing the effectiveness of those activities.

- Provide appraisers with copies of the records related to individual staff development activities; arrange for appraisers to discuss those activities with the staff members involved.

- If staff development activities have resulted in the production of new curricular materials, provide copies of the materials to appraisers and arrange for them to discuss the content with the staff members who were directly involved in producing the materials.

- Provide appraisers with schedules of staff development activities taking place within the school, and, if practical, invite appraisers to observe some of those activities.

If the school district has identified a useful practice for the assessment of the criterion, please check the box in item #6 of the assessment summary form or share the information directly with the SED contact person.

KEY AREA ELABORATION

KEY AREA #6: DEVELOPMENT OF BASIC SKILLS (COMPUTATION AND COMMUNICATION SKILLS)

RATIONALE AND COMMENT:

Occupational education students need sufficient competence in the basic skills to understand instruction. By the time they complete the programs they need to have sufficient competence in the basic skills to perform adequately in entry level positions. Those students who lack the necessary competence should be helped to attain the skills they need.

Basic skills are defined in this evaluation as the mathematical and communicative skills necessary for understanding instruction in occupational education programs and for performing adequately in entry level positions. These skills include reading, writing, listening, speaking and use of mathematics. Problem-solving and decision-making skills are sometimes classed as basic skills, but in this evaluation they are considered to be general occupation-related attitudes and behaviors and therefore are part of Key Area #8.

The requirements for basic skills vary with the occupational area. One occupational area might require a higher level of ability than another in a given basic skill area, or it may require a different subset of skills within the basic skill area. A stenography student may need a higher level of skill in spelling than a student who is preparing to be a clerk typist; a carpentry student needs a foundation in common fractions, whereas a student of bookkeeping and accounting needs to be able to use decimal fractions. Because of these differences, **each program should be considered separately in determining the kinds and levels of basic skills which students need.**

CRITERIA:

6.1 Instruction in basic skills is provided to students who need such instruction in order to perform successfully in their respective occupational program areas.

6.2 Program completers demonstrate the competence in the basic skills which is necessary for successful performance in their respective occupational areas.

SUGGESTED EXTERNAL APPRAISERS:

- Management-level representatives of business and industry who are knowledgeable about the level of basic skills required for entry-level positions.
- Former students who have taken entry-level positions in appropriate occupational areas.
- Persons skilled in diagnosing competence in basic skills areas.
- Persons who provide instruction in basic skills areas (example: a remedial teacher from a BOCES or another school district).

* * * *

2. Upon entry into the program each student undergoes assessment in the following basic skills:

Reading:	(name them)
Mathematical skills:	(name them)
(etc.):	(name them)

Each student whose performance in any basic skill area is below the minimum level as established for the program receives instruction on a regular basis. The instruction involves the use of materials dealing with the subject matter of the program. The students are assessed periodically; they continue to receive instruction until they demonstrate the necessary level of competence.

SUGGESTIONS CONCERNING EVIDENCE:

- Provide appraisers with written or oral statements concerning the following:

  a. Procedures for ascertaining the desired level of student competence in basic skills areas in the program.

  b. Procedures for diagnosing student competence in those areas.

  c. Means for instructing students in basic skills.

- Provide appraisers with the copies of instruments used to assess students' competence in basic skills.

- Arrange for appraisers to interview persons responsible for diagnosing student performance and persons responsible for providing students with instruction in basic skills areas.

- Arrange for appraisers to meet with a sample group of students who are undergoing, or who have undergone, instruction in basic skills.

If the school district has identified a useful practice for the assessment of the criterion, please check the box in item #6 of the assessment summary form or share the information directly with the SED contact person.

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KEY AREA ELABORATION

KEY AREA #7: DEVELOPMENT OF OCCUPATIONAL SKILLS

RATIONALE AND COMMENT:

A major function of each occupational education program is to guide students in developing the occupational skills they need for successful performance in a given occupation or set of occupations. Occupational skills include both manipulative skills and cognitive skills. A distinct set of skills exists for each program area. Programs will be concerned with (a) the set of skills that all students are expected to develop in order to qualify for entry-level positions, and (b) additional skills, or higher levels of performance, for students whose capabilities are appropriate.

Occupational education programs are based upon the assumption that effective means exist for each of the following procedures:

- Determining the set of occupational skills that all students should develop.
- Determining the additional skills which may be developed by students with appropriate capabilities.
- Helping students develop those skills.
- Assessing student attainment of each skill.
- Keeping students informed of their progress in developing the individual skills.

School systems face the continuing challenge of finding increasingly effective ways of carrying out each of the four procedures.

School districts should consider the importance of youth leadership organizations in promoting the development of occupational skills.

CRITERIA:

7.1 The program is designed to develop the occupational skills needed for successful performance in the occupational area.

7.2 The program includes a system for providing students with periodic information concerning their progress in developing each of the identified skills.

7.3 Program completers demonstrate the skills which have been identified as needed for successful performance in the occupational area.

SUGGESTED EXTERNAL APPRAISERS:

- Persons in supervisory positions in occupations for which the program prepares students.
- Former students who have experience as employees in the occupational area.
- Persons involved in conducting advanced training programs in the occupational area.

* * * *

SUGGESTIONS CONCERNING EVIDENCE:

- Provide appraisers with copies of minutes of staff meetings which were devoted to program design and the identification of appropriate occupational skills.
- Provide appraisers with bibliographies of articles which staff have reviewed concerning the identification of occupational skills and program design.
- Arrange for appraisers to interview appropriate staff and members of advisory groups concerning their participation in discussions on occupational skills and program design.
- Provide appraisers with copies of course outlines and syllabi that cover a period of years; mark the salient entries which show changes in program content related to the development of occupational skills.
- Arrange for appraisers to interview instructors concerning the methods they use to help students develop occupational skills.
- Arrange for appraisers to interview a group of students concerning the learning activities in which they have engaged.
- Arrange for appraisers to observe typical instructional activities through which students develop occupational skills.

If the school district has identified a useful practice for the assessment of the criterion, please check the box in item #6 of the assessment summary form or share the information directly with the SED contact person.

FOR CRITERION 7.2: The program includes a system for providing students with periodic information concerning their progress in developing each of the identified skills.

COMMENT:

Although report cards are appropriate means for providing students with information about their progress, report cards have limitations: (a) students need more frequent information about their progress than is generally provided by report cards, and (b) progress in the development of specific skills cannot adequately be reported by the general notations that are characteristic of most report cards. In the ideal program the periodic report cards are supplemented with other means for keeping students informed of their progress. Some typical steps are cited in the sample expectation statement; the school district may choose the applicable items.

SAMPLE EXPECTATION STATEMENT:

- The following steps are taken to provide students with periodic information about their progress in developing occupational skills;

  a. The instructor completes an employability profile for each student at intervals of (days/weeks). Students have access to their employability profiles at all times. Student and teacher confer periodically and make appropriate entries to show progress.

  b. The instructor confers individually with each student at intervals of (days/weeks) or less to discuss the student's progress and performance. The instructor maintains records of the content of each conference.

  c. Students meet in groups, under the supervision of an instructor, at intervals of (days/weeks) or less, to review their own progress and the progress of fellow students.

  d. Students engage in competitions which involve the demonstration of occupational skills. Each contestant's performance is critiqued by instructor(s) and fellow students.

SUGGESTIONS CONCERNING EVIDENCE:

- Provide appraisers with copies of the instruments used to keep students informed of their progress in developing occupational skills.

- Arrange for appraisers to talk with instructional personnel about the means they use to inform students of their progress.

- Arrange for appraisers to talk with a representative group of students concerning the steps that are taken to inform them periodically of their progress in developing occupational skills. Appraisers will also wish to ascertain whether students are adequately informed of the specific skills they are expected to develop.

If the school district has identified a useful practice for the assessment of the criterion, please check the box in item #6 of the assessment summary form or share the information directly with the SED contact person.

FOR CRITERION 7.3: Program completers demonstrate the skills which have been identified as needed for successful performance in the occupational area.

COMMENT:

This criterion involves student performance. Before the criterion can be assessed it is necessary for the school district to have decided upon the behaviors it will accept as evidence for the attainment of the desired skills as identified in Criterion 7.1. If those behaviors are defined fairly precisely, student performance can be assessed with a reasonable degree of confidence.

SAMPLE EXPECTATION STATEMENTS:

1. By the conclusion of the program ___% of the students demonstrate that they possess the skills necessary for success in an entry-level position in an occupation related to the program.

2. By the end of the program ___% of the students are rated "satisfactory" or better on each of the required skills.

3. A survey of employers is taken ___ months after the students leave the program. ___% of the employers who have hired students for program-related positions report that the students demonstrate the occupational skills required for success in their positions.

SUGGESTIONS CONCERNING EVIDENCE:

- Share with appraisers the criteria which are used to judge student performance in occupational skills. Arrange for the responsible staff to explain how the criteria were developed.

- Provide appraisers with summaries of the evaluations of student performance.

- If the third expectation statement (or a modification) is used, provide appraisers with (a) copies of the instruments used in the survey, and (b) a summary of the results.

If the school district has identified a useful practice for the assessment of the criterion, please check the box in item #6 of the assessment summary form or share the information directly with the SED contact person.

KEY AREA ELABORATION

KEY AREA #8: DEVELOPMENT OF GENERAL OCCUPATION-RELATED ATTITUDES AND BEHAVIORS

RATIONALE AND COMMENT:

Success in a chosen career may depend as much or more upon attitudes and behaviors as upon performance skills. Employers and supervisors point continually to a number of qualities that are of great importance: dependability, congeniality, ability to accept and cope with change, ability to withstand physical and mental stress, etc. Occupational education programs should be concerned with developing competence in these areas at the same time that they are helping students develop occupational skills. Attention to these areas extends throughout the time that the student is enrolled in the program. School districts should recognize the importance of youth leadership activities in helping students develop these occupation-related attitudes and behaviors.

Because each occupational field has its own characteristics, it is important to consider each program separately with respect to (a) the desired set of occupation-related behaviors and attitudes, and (b) the desired level of performance for each behavior and attitude.

DEFINITION:

o General occupation-related attitudes and behaviors are those attitudes and behaviors, exclusive of occupational skills, which are important for success in an occupation. Some agencies refer to them as "life skills." The specific list of attitudes and behaviors varies with the occupation and with the agency. Following is a typical list which has been derived from a variety of sources:

- Concern for the quality of work
- Acceptance of responsibility
- Problem-solving ability
- Maintenance of good relations with peers
- Maintenance of good relations with supervisors
- Ability to handle stress
- Attention to personal hygiene
- Self-control
- Punctuality
- Regularity in attendance

Additional lists appear on page S-47. These lists are intended to be illustrative rather than definitive.

CRITERIA:

8.1 Students are assisted in developing the general attitudes and behaviors they need in order to perform successfully as employees.

8.2 Program completers demonstrate the general attitudes and behaviors which are desired by employers.

SUGGESTED EXTERNAL APPRAISERS:

- Personnel officers or supervisors in occupational fields for which the program is preparing entry-level employees.
- Professionals who serve business and industry by counseling employees about occupation-related attitudes and behaviors.
- Employers who cooperate with the school district by participating in work experience programs.
- Pupil personnel staff from other educational agencies whose responsibilities involve helping occupational education students develop occupation-related attitudes and behaviors.

ADDITIONAL EXAMPLES OF GENERAL OCCUPATION-RELATED ATTITUDES AND BEHAVIORS

Following are three lists of general occupation-related attitudes and skills which may serve as further examples to supplement the list appearing above under DEFINITION. Each list is a compilation from other sources. The lists have been edited slightly to eliminate entries which may be included under key areas other than #8.

I. From the Cornell Institute for Occupational Education, 1980 (R. Frank, C.B. Walker and others):

Confidence: social confidence, confidence in career preparation, internal locus of control.
Responsibility: punctuality, awareness of the impact of one's own behavior, concern for the impact of one's own behavior, conscientious work performance, concern for the quality of one's work, lack of defensiveness, lack of blaming, concern for safety and health.
Ability to concentrate
Persistence
Initiative
Good peer relations: social ease, loyalty, cooperativeness
Good relations with supervisors: acceptance of supervision and direction, compliance with rules and regulations
Valuing work
Ability to handle stress: to perform under stress and to control oneself under social stress
Trust vs. alienation and dissatisfaction
Self-esteem, including the ability to take satisfaction from one's achievements.

II. From Patricia D. Murphy, North Dakota RCU, 1972 (ERIC Source: ED075 622):

Sense of responsibility
Awareness of skills/info/attitudes/personal qualities needed for employability
Taking responsibility for one's own behavior; not defensive
Pride in one's work
Ability to follow directions; a willing attitude
Ability to plan and to carry out plans
Understanding what a client expects: quality work, courtesy, good service.

III. From David Beach, 1978 (ERIC Source ED 167 728):

Ambitious
Cooperative/helpful
Considerate/courteous
Independent/initiating
Accurate
Careful/alert/perceptive
Pleasant/friendly/cheerful
Responsive/willing to follow directions
Emotionally stable/poised
Persevering/patient/enduring/tolerant
Neat/orderly/concerned with personal appearance/mannered
Efficient/productive/achieving/speedy
Dedicated/devoted/honest/loyal/conscientious.

* * * *

- Arrange for appraisers to interview instructors, coordinators for cooperative work experience, guidance personnel, and/or administrators concerning:

  (a) Procedures followed in deciding upon the specific set of attitudes and behaviors.
  (b) Instructional activities for the development of the attitudes and behaviors.

- If possible, arrange for appraisers to view an instructional activity involving the development of specific attitudes and behaviors.

If the school district has identified a useful practice for the assessment of the criterion, please check the box in item #6 of the assessment summary form or share the information directly with the SED contact person.

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KEY AREA ELABORATION

KEY AREA #9: OCCUPATIONAL CAREER AWARENESS

RATIONALE AND COMMENT:

After a student has entered an occupational program, there are numerous factors to be considered within the program that influence the student's ultimate choice of a specific program-related occupation. Occupational career awareness can be defined as knowledge of the relevant characteristics of specific occupations and of the requirements to be met in qualifying for that occupation.

A student may need to learn about such characteristics as the following:

- Working conditions
- Occupational hazards
- Need for special clothing, tools or equipment
- Beginning salary range
- Opportunities for advancement
- Job security
- Opportunities for on-the-job training
- Nature of expected supervision
- Requirement or opportunity for travel
- Professional organizations or employee organizations
- Union representation
- Grievance procedures
- Fringe benefits such as:
  - retirement benefits
  - vacation and sick leave
  - health and accident insurance
  - indemnity
  - social security
  - personal counseling
  - legal services
- Opportunities for non-traditional placements.

Following are possible requirements to be met (a) to qualify initially for a position, (b) to retain the position, or (c) for advancement within an occupational field:

- Successful completion of a written examination or a performance examination.
- Completion of an educational program; possession of a degree or other credential.
- Completion of an apprenticeship or on-the-job training program.
- Licensure:
  - Professional licensure in a field such as barbering or cosmetology,
  - Licensure to operate a (special) motor vehicle or to carry a weapon.
- Possession of acceptable proof of age or citizenship; possession of a social security card.
- Security clearance.
- Bonding.
- Union membership or membership in a professional organization.
- Ability to meet physical, emotional or mental standards.

Some occupations may require disclosure of criminal records or medical history; in some instances the existence of a criminal record or history of a physical or emotional problem may be a barrier to employment. Students should be informed of any such conditions that might make them ineligible for licensure or employment.

CRITERIA:

9.1 Students receive instruction about the characteristics and requirements of the occupations related to the programs in which they are enrolled.

9.2 Students demonstrate knowledge of the characteristics and requirements of the occupations related to the programs in which they are enrolled.

SUGGESTED EXTERNAL APPRAISERS:

- Representatives of business and industry in appropriate occupational areas.
- Former students with several years of employment in appropriate occupations.
- Members of appropriate professional organizations or unions.

FOR CRITERION 9.1: Students receive instruction about the characteristics and requirements of the occupations related to the programs in which they are enrolled.

COMMENT:

Prior to assessing this criterion, the school district must have identified the relevant characteristics and requirements for each occupation to which the program leads. Appropriate representatives of business and industry (who would normally be members of the advisory council for the district or of the consultant committee for the program) should be able to provide valuable assistance in identifying those characteristics and requirements.

SAMPLE EXPECTATION STATEMENTS:

1. Within the program (insert a number) periods of instruction are given to teaching about the characteristics of program-related occupations and about the requirements for entry into those occupations.

2. The following steps are taken:

   (list them)

   to teach about the following characteristics of program-related occupations:

   (list them; see samples on page S-53)

   and the following requirements for those occupations:

   (list them; see samples on page S-53)

SUGGESTIONS CONCERNING EVIDENCE:

- Provide appraisers with copies of course outlines, unit plans, lesson plans and instructional materials related to the teaching of the specific items listed in the expectation statement.
- Arrange for appraisers to talk with appropriate instructors concerning (a) the instructional content related to occupational career awareness, (b) the amount of instructional time devoted to the subject, and (c) the methods and procedures used.
- Arrange for appraisers to interview a representative group of students about th instruction they have received in occupational career awareness.
- Arrange for appraisers to observe an instructional activity related to occupational career awareness.

If the school district has identified a useful practice for the assessment of the criterion, please check the box in item #6 of the assessment summary form or share the information directly with the SED contact person.

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KEY AREA ELABORATION

KEY AREA #10: FOLLOW-UP OF STUDENTS

RATIONALE AND COMMENT:

The primary purpose of following up students is to obtain information that can be used for increasing the effectiveness of occupational education. At the agency level, information from former students and from their employers can lead directly to changes in programs and services. At State and national levels, the information can be used for assessing needs and for allocating resources in order to meet those needs.

The State Education Department has developed the Occupational Education Reporting System (OERS), which is in widespread use throughout the State. The Occupational Education Data System (OEDS) continues in limited use. The OERS/OEDS provides information which is useful at both State and local levels. Some school districts will wish to supplement the OERS/OEDS data with information obtained locally by either formal or informal means.

The term "follow-up" often refers to procedures used by school district personnel to ascertain where students go after they complete the program. Accordingly, Criterion 10.2 is grouped within this key area. Readers will note the close relationship to the placement activities of Key Area #14. Information about where students go may be useful in considering whether to expand, diminish, or delete a program (Key Area #4: Program Development).

CRITERIA:

10.1 Information is obtained systematically from former students and their employers and is used for planning improvements in the occupational education program.

10.2 Students obtain positions in appropriate occupations, or they are enrolled in appropriate advanced training programs.

SUGGESTED EXTERNAL APPRAISERS:

- Members of the advisory council or consultant committee.
- Coordinators for cooperative work experience programs in other school districts.

FOR CRITERION 10.1: Information is obtained systematically from former students and their employers and is used for planning improvements in the occupational education program.

COMMENT:

The criterion involves two significant steps: (a) obtaining information about the value of the program, and (b) using the information in planning program improvements. The expectation statement should reflect both steps.

A number of school districts report that they rely upon the data from OERS in determining how successfully their students perform on the job. The OERS questionnaire, however, is not designed with any specific program in mind. Program personnel sometimes find that they need responses to more specific questions than those found in OERS: Did the student know how to operate this (named) machine? Were the student's computational skills sufficient for completion of that (specified) task? School districts which rely solely on OERS data may wish to begin planning for future assessments of this criterion by preparing the questions to which they need answers and by considering the most appropriate way to obtain answers. Appraisers may be able to provide suggestions and advice.

SUGGESTED EXPECTATION STATEMENTS:

1. OERS information about students who completed the program is considered jointly by administrative and instructional personnel, in consultation with the consultant committee, in determining the areas of the program that need improvement.

2. a. The school district supplements OERS data with information obtained from a survey of former students and their employers conducted at intervals of (insert a number) years. The survey includes questions which are specific to the program.

   b. Program personnel meet periodically with administrative personnel and with the consultant committee to review the information obtained through OERS and through the survey. The group makes recommendations for changes in any aspect of the program for which the information indicates a need for improvement.

SUGGESTIONS CONCERNING EVIDENCE:

- Provide appraisers with information about procedures used locally to secure evaluative information from former students and their employers; provide appraisers with copies of the instruments used in the surveys.

- Provide appraisers with summaries of (a) OERS data and (b) information obtained from locally conducted follow-up studies.

- Provide appraisers with information about the procedures the district follows in analyzing the data for the purpose of program improvement.

- Arrange for appraisers to interview instructional staff, administrative staff, and members of the consultant committee concerning their joint review of follow-up data for the purpose of program improvement.

- Provide appraisers with a list of changes which have been initiated in recent years as a result of the school district's review of follow-up information. Where appropriate, supplement with documentation (e.g., copies of course outlines and syllabi showing changes in instructional content, copies of policy statements showing revisions, copies of revised instruments used for such purposes as reporting progress, diagnosing needs, or assessing performance).

If the school district has identified a useful practice for the assessment of the criterion, please check the box in item #6 of the assessment summary form or share the information directly with the SED contact person.

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2. During the period of (insert numbers showing the period in years), program completers will obtain positions as follows:

Type of Position	Number of Persons	Percent of Total

SUGGESTIONS CONCERNING EVIDENCE:

- For follow-up studies conducted during recent years, provide appraisers with: (a) a description of the procedures followed, and (b) copies of instruments used.
- Provide appraisers with summaries of the data from recent follow-up studies.

If the school district has identified a useful practice for the assessment of the criterion, please check the box in item #6 of the assessment summary form or share the information directly with the SED contact person.

KEY AREA ELABORATION

KEY AREA #11: RESOURCES

RATIONALE AND COMMENT:

Every aspect of an occupational education program is influenced by the availability of human and physical resources. Assessment of any occupational education program must of necessity include a review of those resources. Differences in the nature of the two categories of resources (human vs. physical) suggest that appraisers should consider them differently. Appraisers may be asked to use separate appraisal forms in recording their judgments and suggestions for the two categories.

Human resources include not only instructional staff but also administrative staff, support staff, and any other category of staff who provide direct or indirect services to students in occupational education programs. Pupil personnel services staff, for example, often play an important part in helping students and potential students at various points within their educational careers. Even though some services are only indirectly related to individual programs, appraisers limit their judgments and suggestions to the specific program which they are reviewing. Are there sufficient numbers of staff, and is sufficient staff time allocated to each necessary function, to help students in the program achieve the intended objectives?

Every school district has its normal procedures for evaluating the competence of individual staff members. This evaluation is intended neither to supplant nor to supplement those procedures. The emphasis in this evaluation is not upon the capability of individual staff members, but upon the adequacy of the human resources for the achievement of the program objectives. Appraisers can provide insights about staff utilization for consideration by those persons within the school district who have the responsibility for staff decisions. In addition, the aggregated information from local evaluations will be helpful at the State and national level in determining statewide patterns of need.

Physical resources are grouped into (a) facilities and (b) equipment and supplies. Appraisers are asked to make separate judgments for the adequacy of each kind of resource: Criterion 11.2 for facilities and Criterion 11.3 for equipment and supplies. The last Criterion, 11.4, requires a judgment as to whether the physical resources in both of these groups are sufficiently modern to prepare students for the positions they will encounter after completing the program.

CRITERIA:

11.1 Human resources are sufficient to permit the achievement of program objectives.

11.2 The facilities are adequate to permit the achievement of program objectives.

11.3 Equipment and supplies are adequate in quantity and quality to permit the achievement of program objectives.

11.4 Facilities and equipment are appropriate for current practices in the occupational field.

SUGGESTED EXTERNAL APPRAISERS:

- Representatives from business and industry who are knowledgeable about resources needed for the occupational areas to which the program leads.
- Representatives of professional associations in areas for which the program prepares individuals.
- Administrative and instructional personnel who have responsibilities for similar programs offered by BOCES or by other school districts.

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If the school district has identified a useful practice for the assessment of the criterion, please check the box in item #6 of the assessment summary form or share the information directly with the SED contact person.

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FOR CRITERION 11.2: The facilities are adequate to permit the achievement of program goals.

* *

COMMENT:

Professional and educational organizations have promulgated standards for facilities for some occupational areas. Suggested guidelines are available from various sources (including the New York State Education Department) for other occupational areas. Where such standards or guidelines exist, the school district may wish to consider them either in developing its expectation statement for this criterion or in planning its facilities for the future. For some programs the subjective judgments of appraisers, without consideration of external standards, is the best available measure for the adequacy of facilities. The choice of appraisers is therefore of great importance; external appraisers should be knowledgeable about the nature of facilities which are desirable in helping students learn the skills associated with the occupational area.

Safety is considered under a separate key area (#13), but appraisers who review this key area may also have comments about safety.

SAMPLE EXPECTATION STATEMENTS:

1. The facilities are adequate in each of the following respects:

   - Square footage for classroom activities
   - Number of work stations and square footage of each station
   - Accessibility, including access by handicapped students
   - Adequacy in accommodating equipment appropriate for the program
   - Lighting, heating, ventilation and cooling
   - Availability of office space and conference space
   - Availability of storage space
   - Availability of locker rooms
   - Conformity to codes of local and state regulatory agencies
   - Compliance with civil rights laws regarding facilities
   - Other (specify): _____

(Note: if the program is one that normally involves facilities for changing clothes or showering, the foregoing list should be expanded to include the existence of such facilities for both sexes.)

2. The facilities used for the conduct of the program meet or exceed the standards (guidelines) promulgated by (name the organization).

SUGGESTIONS CONCERNING EVIDENCE:

- If the first expectation statement is chosen, the logical course of action is to arrange for appraisers to tour the facilities. Appraisers should have the opportunity to ask questions of appropriate staff concerning the relationship between the use of facilities and the achievement of program goals. If some rare circumstance makes it impossible for appraisers to tour the facilities, it may be necessary to use photographs, diagrams, and verbal descriptions.

- If the second expectation statement is used, provide copies of the standards or guidelines to appraisers with appropriate sections highlighted for easy reference.

Appraisers may wish to refer to the written documents prior to or during their examination of the physical facilities.

If the school district has identified a useful practice for the assessment of the criterion, please check the box in item #6 of the assessment summary form or share the information directly with the SED contact person.

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If the school district has identified a useful practice for the assessment of the criterion, please check the box in item #6 of the assessment summary form or share the information directly with the SED contact person.

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KEY AREA ELABORATION

KEY AREA #12: SAFETY

RATIONALE AND COMMENT:

The importance of safety within occupational education programs is beyond question. School districts have responsibility for the following functions:

- o Regular inspection of facilities and equipment used in instruction.
- o Regular inspection and testing of equipment used to protect students and staff when emergencies occur.
- o Systematic maintenance and repair of facilities and equipment.
- o Systematic and continuous instruction about the importance of safety and about ways to carry out all operations in a safe manner.
- o A continuous effort to impress upon all staff the importance of setting good examples, through their behavior, for students to follow.
- o Continuous instruction (for staff and students) in procedures to be followed when emergencies occur.

The foregoing list is not intended to be exhaustive.

CRITERION:

12.1 The safety of staff and students is promoted through a systematic program of instruction and inspection.

SUGGESTED EXTERNAL APPRAISERS:

- o Officials who have responsibility for safety inspections: fire marshall, building inspector, town engineer.
- o Representatives of insurance companies, agencies concerned with claims for workmens' compensation, the Federal Occupational Safety and Health Administration, or the New York State Department of Labor.
- o Representatives of BOCES and other school districts which offer occupational education programs in the same area.
- o Persons with experience in the occupations to which the program leads.

FOR CRITERION 12.1: The safety of staff and students is promoted through a systematic program of instruction and inspection.

SAMPLE EXPECTATION STATEMENTS:

1. The program includes:

   a. (insert number) hours of instruction in safety each week/month.
   b. Safety inspection of all facilities and equipment at intervals of (state time period).

2. Safety is promoted through the following steps:

   a. Inspection of facilities and equipment at appropriate intervals.
   b. Correction of all deficiencies as soon as they are identified.
   c. Continuous instruction in safe practices.
   d. Periodic written and performance tests concerning safety.
   e. Instruction in emergency procedures including first aid.
   f. Availability of protective devices at every instructional station as needed.
   g. Conspicuous display of instructions for safe operation of equipment, for use of protective devices, and for proper action when emergencies occur.
   h. Close supervision during student activities that involve potential hazards.
   i. Staff development activities related to safe procedures, instruction of students in safety (including instruction by example), and actions to be followed when emergencies occur.
   j. Other: _____ (list them) _____

SUGGESTIONS CONCERNING EVIDENCE:

- Arrange for appraisers to tour facilities and examine equipment in order that they may assess the adequacy of the steps taken to promote safety.
- Arrange for appraisers to interview instructors concerning the nature and extent of their attention to safety.
- Provide appraisers with copies of unit plans, lesson plans and instructional materials used in teaching about safety.
- Provide appraisers with access to maintenance records which show that equipment and facilities are kept in safe working order.
- Arrange for appraisers to interview students concerning the instructions that they have received about safety.
- Arrange for instructors to interview employers who work with students in a cooperative work program to ascertain whether the students are knowledgeable about safety.
- Provide appraisers with statistics about the safety record within the program.

If the school district has identified a useful practice for the assessment of the criterion, please check the box in item #6 of the assessment summary form or share the information directly with the SED contact person.

KEY AREA ELABORATION

KEY AREA #13: DEVELOPMENT OF JOB-SEEKING SKILLS

RATIONALE AND COMMENT:

Obtaining employment requires more than having the skills needed for performance on the job. It is necessary to know how to go about locating available jobs and how to conduct oneself effectively during an interview. Development of job-seeking skills is an important part of occupational education.

Following are typical job-seeking skills:

- o Ability to locate information about available positions.
- o Ability to prepare a resume.
- o Ability to complete a job application form.
- o Ability to participate effectively in a job interview.

The list is not intended to be exhaustive.

CRITERIA:

13.1 Students are instructed in job-seeking skills.

13.2 Students demonstrate the job-seeking skills in which they have received instruction.

SUGGESTED EXTERNAL APPRAISERS:

- o Representatives of public or private agencies which offer employment services.
- o Personnel officers in business or industry.
- o Persons from BOCES or other school districts who are responsible for helping students develop or demonstrate job-seeking skills.

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If the school district has identified a useful practice for the assessment of the criterion, please check the box in item #6 of the assessment summary form or share the information directly with the SED contact person.

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KEY AREA ELABORATION

KEY AREA #14: PLACEMENT SERVICES

RATIONALE AND COMMENT:

The majority of students who enter occupational education programs have the expectation that if they complete the programs successfully they will obtain positions in program-related occupations. Some students will choose to seek positions immediately upon completing the program, and some will choose to enroll in advanced training programs. The school has a responsibility for providing individual assistance to students who choose either of these options.

Following are typical steps a school district may undertake in order to help students with placement; the list is not intended to be exhaustive:

- o Maintain current files of available entry-level, program-related positions.
- o Maintain files of available opportunities for advanced training.
- o Maintain contact with employers and potential employers for the purpose of receiving information about available positions.
- o Maintain contact with representatives of private and public agencies which provide employment services or information. An example of a public agency is the New York State Employment Service.
- o Provide office space for potential employers who wish to interview students for positions.
- o Provide office space for representatives of employment agencies who wish to meet individually with students.
- o Contact potential employers on behalf of qualified students who are seeking positions; arrange interviews between students and potential employers; maintain records of the contacts and of the results.
- o Maintain contact with admissions officers of agencies which provide advanced training in program-related areas; recommend qualified students for admission.

CRITERION:

14.1 Students are given individual assistance in obtaining appropriate employment or in enrolling in appropriate advanced training programs.

SUGGESTED EXTERNAL APPRAISERS:

- o Representatives of public or private agencies which provide employment services.
- o Personnel officers from business or industry.
- o Persons from other school districts or BOCES which provide placement services for occupational education students.

* * * *

- Show appraisers copies of the logs in which are recorded the placement activities which have taken place during the recent past.

- Arrange for appraisers to interview school district staff who have responsibility for providing placement services, so that the appraisers may ascertain the extent and nature of placement services provided during the recent past.

- Arrange for appraisers to interview either: (a) a group of students who are nearing completion of the program, or (b) program completers who have recently completed the program, so that the appraisers may ascertain the quality of placement services these students received.

- If one of the listed placement activities is putting students into contact either with prospective employers or with representatives of agencies offering placement services, arrange for appraisers to interview a sample of such persons; telephone interviews may be appropriate.

If the school district has identified a useful practice for the assessment of the criterion, please check the box in item #6 of the assessment summary form or share the information directly with the SED contact person.

SECTION 2

APPRAISER GUIDES

To be completed within the school district
and then to be used by appraisers as they
review their assigned key areas.

A sample completed appraiser guide for Part Two of Key Area #6
appears on pages S-93 through S-98. The entries
in the sample are not intended to be used verbatim.

DIRECTIONS FOR PREPARING THE APPRAISER GUIDES

The appraiser guides provide the information appraisers need to carry out the appraisal of key areas. A separate guide is needed for each key area. The forms on the following pages are used for preparing the key area guides.

PART ONE of the guide consists of one page which is already prepared. It is virtually identical with the first page of the key area elaboration. It includes the Rationale and Comment and a list of all of the Criteria for a specific key area.

PART TWO contains one page for each Criterion within the key area. These pages are to be completed locally by the school district. Following are directions for completing the pages within Part Two:

- Program: Insert the name of the program (if any) which is being evaluated. This entry is omitted on the forms for agency key areas.

- Key Area Number and Name, Criterion Statement: These items have been preprinted on the forms.

- Expectation Statement: Record the expectation statement for the criterion as it has been decided upon at the local level. The appraisers do not see the samples that appear in the key area elaborations but rather the one statement which they are to use for the appraisal.

- Items of Evidence to be Reviewed: Record the items of evidence that the appraisers are expected to review. Include the items of evidence which will allow appraisers to make valid judgments whether the expectation is met. A single item of evidence often is not sufficient.

- Suggestions and Comments to Appraisers: Add any explanatory materials which will help the appraisers in reviewing the evidence and in making judgements. Typical entries include the arrangements for review of facilities, the availability of staff and students for interviews, times and locations of instructional activities to be observed, and any special considerations appraisers should be aware of as they examine a specific item of evidence. If interviews are intended to produce responses to specific questions, those questions may be listed under this heading. The entries concerning schedules should be subject to last-minute revisions in order to accommodate appraisers' needs.

As the appraisal begins, appraisers should receive copies of the completed key area guides for the key areas they are to review. They should be given the opportunity to ask questions about any entries which are not clear.

Following this page is a completed sample guide for Part Two of Key Area #6. The entries in italics are not intended to be used verbatim by any school district.

APPRAISER GUIDE, Part Two

Program: *BOOKKEEPING/ACCOUNTING*

Key Area #6. Development of Basic Skills (Computation and Communication Skills)

Criterion:

6.1 Instruction in basic skills is provided to students who need such instruction in order to perform successfully in their respective occupational program areas.

Expectation Statement:

A. Reading/Writing

Upon entry into the bookkeeping/accounting program all students complete a series of reading and writing assignments as part of their normal class work. The bookkeeping/accounting instructor confers with each student whose performance in reading and writing assignments indicates the likelihood that the student will have difficulty with the course work. In appropriate cases the English instructor, bookkeeping/accounting teacher, reading instructor, and the student jointly plan a program to improve the student's skills. A student continues to receive reading instruction until able to answer correctly 8 out of 10 questions per passage on an informal reading inventory.

B. Mathematics

Entering students complete a department-developed pretest covering the four operations of addition, subtraction, multiplication, and division of numbers up to six places, including decimals. A student who does not show mastery of all four operations receives 90 minutes of instruction per week. The instructional staff prepare worksheets, taken from the regular course work, for use in instruction in the basic skills. Posttests are given weekly. Students who pass two successive posttests may choose to discontinue the special instruction.

Items of Evidence Appraisers are to Review:

1. *List of typical reading/writing assignments used to identify potential student difficulties.*
2. *Copy of the informal reading inventory.*
3. *Copy of the mathematics pretest.*
4. *Copy of a sample posttest in basic mathematical skills.*
5. *List of students undergoing supplemental instruction.*
6. *Schedule for supplemental instruction.*

7. *Copies of worksheets which are used with the students in developing basic mathematical skills.*

8. *Interview with Mrs. Roberts, who teaches basic mathematical skills, concerning methods and materials used to teach students receiving supplemental math instruction.*

9. *Observation of a basic skills instructional session.*

Suggestions to Appraisers for Assessing this Criterion:

- *The first seven items of evidence are in the file folder which accompanies the appraiser guide.*
- *Mrs. Roberts is available in Room XX to meet with the appraisers.*
- *Refer to the schedule of supplemental instruction in the file folder and choose a time when it is convenient for you to observe an instructional session in basic skills.*

APPRAISER GUIDE, Part Two

Program: *BUSINESS DATA PROCESSING*

Key Area #6. Development of Basic Skills (Computation and Communication Skills)

Criterion:

6.2 Program completers demonstrate the competence in the basic skills which is necessary for successful performance in their respective occupational areas.

Expectation Statement:

Program staff met with members of the consultant committee for business data processing and determined that program completers should have the following basic skills:

1. *ability to read at 10.0 grade level or higher.*
2. *ability to write narrative sentences with proper punctuation, spelling, and grammar.*
3. *ability to perform the four mathematical operations with decimal fractions.*
4. *ability to compute percent, rate, interest, and discount.*
5. *ability to make logical estimates of sums, differences, products and quotients without performing the operations.*

Eighty-five percent of the program completers demonstrate competence in each of the foregoing basic skills by scoring 75% or higher on weekly quizzes designed to measure these skills.

Items of Evidence Appraisers are to Review:

1. *Minutes dated May 19XX of meeting between the consultant committee and instructors of the business data processing program. These minutes describe how the basic skills in mathematics and communication were determined.*
2. *Four weekly quizzes, given during April and May, which tested student performance in each of the listed skills.*
3. *A summary of student performance, by skill area, on the four quizzes.*

Suggestions to Appraisers for Assessing this Criterion:

- *The first and third items of evidence are in the file which accompanies the appraiser guide.*
- *Copies of the scored quiz papers (second item of evidence) are on the table at the rear of the Business Data Processing classroom (room XX). Appraisers are invited to select papers at random and compare them with the summary (third item of evidence).*

NOTES TO ACCOMPANY SAMPLE COMPLETED APPRAISER GUIDE FOR KEY AREA #6

(The following notes reflect some of the deliberations that occurred within SED during the development of the expectation statement, list of items of evidence, and suggestions to appraisers for this sample appraiser guide. These notes may be useful to evaluation committees or other groups within the BOCES as they decide upon the content of the appraiser guides for the key areas they are assessing.)

FOR CRITERION 6.1:

1. In order to be successful in the business data processing program the student must be able to comprehend the written instructional materials and to carry out assigned tasks. Student performance in using class materials is probably a better indicator of the need for special instruction than performance on a standardized test would be. The expectation statement in the sample calls for subjective judgment by one instructor concerning the student's capability; the decision to provide supplemental instruction is made jointly by two professionals plus the student.

2. Assessment of the ability to perform the stated mathematical operations is more objective than the assessment of reading and writing skills, and a decision to provide supplemental instruction is correspondingly easier. The sample expectation statement stresses the importance of using class-related materials for the special instruction. The expectation statement in the sample also presents an implied option that a student who passes two successive posttests but who feels the need for additional supplemental instruction may choose to continue to receive that instruction.

3. The sample is deliberately ambiguous about the way in which the supplemental instruction is provided, although it implies that a basic skills instructor is involved. A BOCES will normally choose to be explicit about the instructional schedule and about identifying the persons who provide the supplemental instruction.

FOR CRITERION 6.2:

1. The level of performance needed in an entry-level position may be different from the level needed within the occupational education program. In the completed sample, the fourth and fifth items in the expectation statement show a higher level of mathematical skills for program completers than was set for students within the program. There are two implications:

   a. As part of their normal course work students receive instruction in computing percentage, rate, interest and discount, and in estimating answers.

   b. Students receive supplemental instruction in these skills if they do not develop mastery as a result of the regularly scheduled instruction.

   Readers may debate whether computing percentage, rate, interest and discount should be classed with occupational skills rather than basic skills. Either classification is defensible.

APPRAISER GUIDE

KEY AREA #1: AWARENESS OF OCCUPATIONAL EDUCATION PROGRAMS

RATIONALE AND COMMENT:

In order to make sound choices about their education, students and potential students need to know the full range of opportunities available to them in occupational education: in secondary schools, in BOCES, in postsecondary institutions, or elsewhere. If the school district is to serve its students and potential students fully, it must help them become aware not only of the programs it offers but also of the programs offered by these other institutions. Cooperative relationships among agencies (key area #2) are desirable as the school district carries out this function.

Awareness extends beyond the knowledge that the programs exist. Potential students should become aware of the importance of the specific programs in helping them achieve their educational objectives. They should become aware that they have access to those programs--that the traditional barriers no longer exist.

It is difficult to measure precisely the district's performance with respect to Criterion 1.2 and Criterion 1.3. The information gained from one year's appraisal may help the district develop increasingly satisfying performance and more precise measurement during subsequent years.

Districts should recognize the value of youth leadership organizations in carrying the message of occupational education opportunities to potential students.

DEFINITION:

Potential students: Persons who have not attained their twenty-first birthday and who reside within the district are legally entitled to enroll in occupational education programs. Adults are also potential students for programs designed specifically for them. The group below age 21 includes the following:

- Students in feeder schools.
- Enrolled students in public high schools who are not in occupational education programs.
- Students in non-public high schools.
- Out-of-school youth.

CRITERIA:

1.1 Information about programs in which they may enroll is made available to potential students.

1.2 Systematic efforts are made to assure that members of special populations are informed about occupational education programs in which they have traditionally been underrepresented.

1.3 Potential students demonstrate awareness of programs available to them.

APPRAISER GUIDE, Part Two

Key Area # 1. Awareness of Occupational Education Programs

Criterion:

1.1 Information about programs in which they may enroll is made available to potential students.

Expectation Statement:

Items of Evidence Appraisers Are to Review:

Suggestions to Appraisers for Assessing this Criterion:

APPRAISER GUIDE, Part Two

Key Area # 1. Awareness of Occupational Education Programs

Criterion:

1.2 Systematic efforts are made to assure that members of special populations are informed about occupational education programs in which they have traditionally been underrepresented.

Expectation Statement:

Items of Evidence Appraisers Are to Review:

Suggestions to Appraisers for Assessing this Criterion:

APPRAISER GUIDE, Part Two

Key Area # 1. Awareness of Occupational Education Programs

Criterion:

1.3 Potential students demonstrate awareness of programs available to them.

Expectation Statement:

Items of Evidence Appraisers Are to Review:

Suggestions to Appraisers for Assessing this Criterion:

APPRAISER GUIDE

KEY AREA #2: COOPERATIVE RELATIONSHIPS AMONG AGENCIES

RATIONALE AND COMMENT:

A school district must work cooperatively with other agencies if it is to ensure that students and potential students are adequately informed of the full range of available occupational education programs. Following are the types of agencies with which school districts may form cooperative relationships:

(a) Agencies which offer occupational education programs:

- o BOCES.
- o Postsecondary institutions (proprietary institutions, community colleges, four-year colleges).

(b) Agencies which serve as sources for students:

- o Feeder schools (note 1).
- o Non-public schools (note 2).

(c) Agencies which can help identify potential students or which can help provide information to potential students:

- o Youth organizations (e.g., Scouts, 4-H club).
- o Community based organizations.
- o Associations serving individuals with specific handicapping conditions.

A written statement is generally desirable so that the parties to a cooperative arrangement may have a relatively clear understanding of the nature of the arrangement and of the activities each party is to undertake. A letter is the type of written statement most frequently encountered.

Although the criterion for this key area is closely related to Key Area #1 (Awareness of Occupational Education Programs), cooperative relationships can extend to other key areas such as #3, Program Selection; #4, Program Development; #6, Development of Basic Skills (communication and computational skills); and #14, Placement. Appraisers may be asked to comment informally upon existing or desired cooperative relationships for any of those areas.

NOTE 1: The feeder schools are generally within the agency (school district), so this type of cooperative arrangement is not between agencies. However, the key area extends to this type of cooperative arrangement.

NOTE 2: Under New York State law, students enrolled in non-public schools are eligible to attend occupational education programs in the public schools.

CRITERION:

2.1 The school district establishes cooperative relationships with other appropriate agencies to assure that all students and potential students are informed of the full range of available occupational education programs.

APPRAISER GUIDE, Part Two

Key Area #2. Cooperative Relationships Among Agencies

Criterion:

2.1 The school district establishes cooperative relationships with other appropriate agencies to assure that all students and potential students are informed of the full range of available occupational programs.

Expectation Statement:

Items of Evidence Appraisers Are to Review:

Suggestions to Appraisers for Assessing this Criterion:

APPRAISER GUIDE

KEY AREA #3: PROGRAM SELECTION

RATIONALE AND COMMENT:

Three major considerations should influence the potential student's selection of a specific occupational education program:

- Student interest.
- Student aptitude.
- Availability of employment opportunities.

The role of the school is to help potential students make wise choices. Following are some of the ways in which the school can fulfill that role:

1. Administering aptitude tests and/or interest inventories. (Note: agencies desiring assistance may contact SED's Bureau of Guidance.)
2. Interpreting the results of the tests and inventories to the students.
3. Providing information about program requirements for areas in which students express interest.
4. Providing information about current prospects for employment in the field.
5. Providing information about long-range expectations for employment in the field.
6. Offering short-term exploratory courses in occupational fields.

While some information can be provided in group settings, individual counseling is also important.

Students who go to BOCES for occupational education generally choose their programs before entering the BOCES. The school district's responsibility extends to those students as well as to students who enroll in occupational educational programs within the school district. The cooperative arrangement between a BOCES and a school system (Key Area #2) may specify the activities to be performed by each agency in helping students choose their occupational education programs.

CRITERIA:

3.1	The school district assists potential students in relating their interests and aptitudes to the available occupational education programs.
3.2	The school district provides information to students about program requirements for occupational education programs in which they express interest and about employment prospects for program completers.

APPRAISER GUIDE, Part Two

Key Area #3. Program Selection

Criterion:

3.1 The school district assists potential students in relating their interests and aptitudes to the available occupational education programs.

Expectation Statement:

Items of Evidence Appraisers Are to Review:

Suggestions to Appraisers for Assessing this Criterion:

APPRAISER GUIDE, Part Two

Key Area #3. Program Selection

Criterion:

3.2 The school district provides information to students about program requirements for occupational education programs in which they express interest and about employment prospects for program completers.

Expectation Statement:

Items of Evidence Appraisers Are to Review:

Suggestions to Appraisers for Assessing this Criterion:

APPRAISER GUIDE

KEY AREA #4: PROGRAM DEVELOPMENT

RATIONALE AND COMMENT:

Program development involves the following:

- o Decisions to offer new programs.
- o Decisions to discontinue existing programs.
- o Decisions to make major changes in the goals of existing programs with resultant changes in content. Example: expand an existing secretarial program in order to prepare students specifically as medical secretaries or legal secretaries.
- o As the term is used in this evaluation, program development also includes decisions to increase or decrease the number of sections of any course within an existing program.

As appraisers make judgments concerning this key area of program development, they should focus upon the four areas stated above. Program development should be distinguished from program improvement. Program improvement involves changes in existing programs in order to enhance the achievement of established objectives; it is an implied element in each of the program key areas (Key Areas #6-#12).

Two major factors influence decisions about program development. They are (a) student demand and (b) employment opportunities (current and projected). These two factors are not always compatible. Careful consideration is necessary when student demand is high but employment opportunities are limited or vice versa.

A third factor is the existence of occupational education programs elsewhere in the geographic region. BOCES or private agencies may respond to some needs more effectively than the school district can. The availability of occupational education programs at the postsecondary level may serve as the impetus for a school district to develop programs that articulate with them. Appraisers will wish to consider whether school district officials consult periodically with other agencies within the geographic areas in addressing occupational needs.

A fourth factor is the availability of human and physical resources. Resources are part of another key area, Key Area #11. For the key area of program development, appraisers should limit their judgments to three specific points: (a) whether there is a sufficient supply of qualified instructors to staff contemplated programs, (b) whether recent decisions to expand or contract existing programs have depended upon the availability of qualified instructors, and (c) whether physical resources are available or can be acquired for contemplated new programs. Other judgments concerning resources may be deferred to the appraisers who review Key Area #11.

Finally, established procedures should exist for systematically reviewing the information pertinent to program development. The procedures should include regular review of information such as the following:

- o Past and current enrollments for specific programs.
- o Past and current teacher/student ratios in various courses within programs.
- o Data concerning unmet student demand for various courses and programs.
- o Availability of occupational education programs elsewhere within the geographic area.
- o Projections by program for future enrollments.
- o Placement rates by program for program completers during the recent past.
- o Local, regional and national labor market data.
- o Projected future placement rates for specific occupational fields.
- o The emergence of new fields which will offer new employment opportunities.

CRITERION:

4.1 Occupational education programs are developed to respond to current and emerging employment demands and to the interests of potential students.

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APPRAISER GUIDE, Part Two

Key Area #4. Program Development

Criterion:

4.1 Occupational education programs are developed to respond to current and emerging employment demands and to the interests of potential students.

Expectation Statement:

Items of Evidence Appraisers Are to Review:

Suggestions to Appraisers for Assessing this Criterion:

APPRAISER GUIDE

KEY AREA #5: STAFF DEVELOPMENT

RATIONALE AND COMMENT:

STAFF DEVELOPMENT encompasses all of the activities after initial employment through which staff members enhance their capability to provide effective services to students. Staff development activities fulfill four major functions:

- They augment and supplement the skills developed during preprofessional preparation.
- They relate general professional skills to particular situations.
- They help staff keep abreast of new developments in their areas of specialization.
- They promote the critical examination of a range of ideas in the theory and practice of education.

Staff development may be internal, external, or both. It may be formal, informal, or a mixture of the two. Typical staff development activities include the following:

- Participating in the activities of professional organizations.
- Attending formal classes.
- Visiting industries to observe practices and facilities.
- Visiting other educational agencies to observe practices and to share ideas.
- Engaging in work experiences in industry.
- Engaging in applied research.
- Reading.
- Participating in group activities within the school.

An effective program of staff development involves:

- Identification of specific needs.
- A plan to address the identified needs.
- When the plan is carried out, a means for assessing the extent to which the need is met.

The appraisal should focus upon the effectiveness of the activities rather than solely upon the activities themselves.

CRITERION:

5.1 Instructional and administrative personnel engage systematically in activities through which they enhance their capabilities to provide services to students in occupational education programs.

APPRAISER GUIDE, Part Two

Key Area #5. Staff Development

Criterion:

5.1 Instructional and administrative personnel engage systematically in activities through which they enhance their capabilities to provide services to students in occupational education programs.

Expectation Statement:

Items of Evidence Appraisers Are to Review:

Suggestions to Appraisers for Assessing this Criterion:

APPRAISER GUIDE

KEY AREA #6: DEVELOPMENT OF BASIC SKILLS (COMPUTATION AND COMMUNICATION SKILLS)

RATIONALE AND COMMENT:

Occupational education students need sufficient competence in the basic skills to understand instruction. By the time they complete the programs they need sufficient competence in the basic skills to perform adequately in entry level positions. Those students who lack the necessary competence should be helped to attain the skills they need.

Basic skills are defined in this evaluation as the mathematical and communicative skills necessary for understanding instruction in occupational education programs and for performing adequately in entry level positions. These skills include reading, writing, listening, speaking and use of mathematics. Problem-solving and decision-making skills are sometimes classed as basic skills, but in this evaluation they are considered to be general occupation-related attitudes and behaviors and therefore are part of Key Area #8.

The requirements for basic skills vary with the occupational area. One occupational area might require a higher level of ability than another in a given basic skill area or it may require a different subset of skills within the basic skill area. A stenography student may need a higher level of skill in spelling than a student who is preparing to be a clerk typist; a carpentry student needs a foundation in common fractions, whereas a student of bookkeeping and accounting needs to be able to use decimal fractions. Because of these differences, **each program should be considered separately in determining the kinds and levels of basic skills which students need.**

CRITERIA:

6.1 Instruction in basic skills is provided to students who need such instruction in order to perform successfully in their respective occupational program areas.

6.2 Program completers demonstrate the competence in the basic skills which is necessary for successful performance in their respective occupational areas.

APPRAISER GUIDE, Part Two

Program: _____

Key Area #6. Development of Basic Skills (Computation and Communication Skills)

Criterion:

6.1 Instruction in basic skills is provided to students who need such instruction in order to perform successfully in their respective occupational program areas.

Expectation Statement:

Items of Evidence Appraisers Are to Review:

Suggestions to Appraisers for Assessing this Criterion:

APPRAISER GUIDE, Part Two

Program: _____

Key Area #6. Development of Basic Skills (Computation and Communication Skills)

Criterion:

6.2 Program completers demonstrate the competence in the basic skills which is necessary for successful performance in their respective occupational areas.

Expectation Statement:

Items of Evidence Appraisers Are to Review:

Suggestions to Appraisers for Assessing this Criterion:

APPRAISER GUIDE

KEY AREA #7: DEVELOPMENT OF OCCUPATIONAL SKILLS

RATIONALE AND COMMENT:

A major function of each occupational education program is to guide students in developing the occupational skills they need for successful performance in a given occupation or set of occupations. Occupational skills include both manipulative skills and cognitive skills. A distinct set of skills exists for each program area. Programs will be concerned with (a) the set of skills that all students are expected to develop in order to qualify for entry-level positions, and (b) additional skills, or higher levels of performance, for students whose capabilities are appropriate.

Occupational education programs are based upon the assumption that effective means exist for each of the following procedures:

- Determining the set of occupational skills that all students should develop.
- Determining the additional skills which may be developed by students with appropriate capabilities.
- Helping students develop those skills.
- Assessing student attainment of each skill.
- Keeping students informed of their progress in developing the individual skills.

School systems face the continuing challenge of finding increasingly effective ways of carrying out each of the four procedures.

School districts should consider the importance of youth leadership organizations in promoting the development of occupational skills.

CRITERIA:

7.1 The program is designed to develop the occupational skills needed for successful performance in the occupational area.

7.2 The program includes a system for providing students with periodic information concerning their progress in developing each of the identified skills.

7.3 Program completers demonstrate the skills which have been identified as needed for successful performance in the occupational area.

Program: _____

Key Area #7. Development of Occupational Skills

Criterion:

7.1 The program is designed to develop the occupational skills needed for successful performance in the occupational area.

Expectation Statement:

Items of Evidence Appraisers Are to Review:

Suggestions to Appraisers for Assessing this Criterion:

Program: _____

Key Area #7. Development of Occupational Skills

Criterion:

7.2 The program includes a system for providing students with periodic information concerning their progress in developing each of the identified skills.

Expectation Statement:

Items of Evidence Appraisers Are to Review:

Suggestions to Appraisers for Assessing this Criterion:

Program: _____

Key Area #7. Development of Occupational Skills

Criterion:

7.3 Program completers demonstrate the skills which have been identified as needed for successful performance in the occupational area.

Expectation Statement:

Items of Evidence Appraisers Are to Review:

Suggestions to Appraisers for Assessing this Criterion:

APPRAISER GUIDE

KEY AREA #8: DEVELOPMENT OF GENERAL OCCUPATION-RELATED ATTITUDES AND BEHAVIORS

RATIONALE AND COMMENT:

Success in a chosen career may depend as much or more upon attitudes and behaviors as upon performance skills. Employers and supervisors point continually to a number of qualities that are of great importance: dependability, congeniality, ability to accept and cope with change, ability to withstand physical and mental stress, etc. Occupational education programs should be concerned with developing competence in these areas at the same time that they are helping students develop occupational skills. Attention to these areas extends throughout the time that the student is enrolled in the program. School districts should recognize the importance of youth leadership activities in helping students develop these occupation-related attitudes and behaviors.

Because each occupational field has its own characteristics, it is important to consider each program separately with respect to (a) the desired set of occupation-related behaviors and attitudes, and (b) the desired level of performance for each behavior and attitude.

DEFINITION:

- General occupation-related attitudes and behaviors are those attitudes and behaviors, exclusive of occupational skills, which are important for success in an occupation. Some agencies refer to them as "life skills." The specific list of attitudes and behaviors varies with the occupation and with the agency. Following is a typical list which has been derived from a variety of sources:

  Concern for the quality of work
  Acceptance of responsibility
  Problem-solving ability
  Maintenance of good relations with peers
  Maintenance of good relations with supervisors
  Ability to handle stress
  Attention to personal hygiene
  Self-control
  Punctuality
  Regularity in attendance

CRITERIA:

8.1 Students are assisted in developing the general attitudes and behaviors they need in order to perform successfully as employees.

8.2 Program completers demonstrate the general attitudes and behaviors which are desired by employers.

APPRAISER GUIDE, Part Two

Program: _____

Key Area #8. Development of General Occupation-Related Attitudes and Behaviors

Criterion:

8.1 Students are assisted in developing the general attitudes and behaviors they need in order to perform successfully as employees.

Expectation Statement:

Items of Evidence Appraisers Are to Review:

Suggestions to Appraisers for Assessing this Criterion:

APPRAISER GUIDE, Part Two

Program: _____

Key Area #8. Development of General Occupation-Related Attitudes and Behaviors

Criterion:

8.2 Program completers demonstrate the general attitudes and behaviors which are desired by employers.

Expectation Statement:

Items of Evidence Appraisers Are to Review:

Suggestions to Appraisers for Assessing this Criterion:

APPRAISER GUIDE

KEY AREA #9: OCCUPATIONAL CAREER AWARENESS

RATIONALE AND COMMENT:

After a student has entered an occupational program, there are numerous factors to be considered within the program that influence the student's ultimate choice of a specific program-related occupation. Occupational career awareness can be defined as knowledge of the relevant characteristics of specific occupations and of the requirements to be met in qualifying for that occupation.

A student may need to learn about such characteristics as the following:

- o Working conditions
- o Occupational hazards
- o Need for special clothing, tools or equipment
- o Beginning salary range
- o Opportunities for advancement
- o Job security
- o Opportunities for on-the-job training
- o Nature of expected supervision
- o Requirement or opportunity for travel
- o Professional organizations or employee organizations
- o Union representation
- o Grievance procedures
- o Fringe benefits such as:
  - retirement benefits
  - vacation and sick leave
  - health and accident insurance
  - indemnity
  - social security
  - personal counseling
  - legal services

Following are possible requirements to be met (a) to qualify initially for a position, (b) to retain the position, or (c) for advancement within an occupational field:

- o Successful completion of a written examination or a performance examination.
- o Completion of an educational program; possession of a degree or other credential.
- o Completion of an apprenticeship or on-the-job training program.
- o Licensure:
  - Professional licensure in a field such as barbering or cosmetology,
  - Licensure to operate a (special) motor vehicle or to carry a weapon.
- o Possession of acceptable proof of age or citizenship; possession of a social security card.
- o Security clearance.
- o Bonding.
- o Union membership or membership in a professional organization.
- o Ability to meet physical, emotional or mental standards.

Some occupations may require disclosure of criminal records or medical history; in some instances the existence of a criminal record or history of a physical or emotional problem may be a barrier to employment. Students should be informed of any such conditions that might make them ineligible for licensure or employment.

CRITERIA:

9.1 Students receive instruction about the characteristics and requirements of the occupations related to the programs in which they are enrolled.

9.2 Students demonstrate knowledge of the characteristics and requirements of the occupations related to the programs in which they are enrolled.

APPRAISER GUIDE, Part Two

Program: _____

Key Area #9. Occupational Career Awareness

Criterion:

9.1 Students receive instruction about the characteristics and requirements of the occupations related to the programs in which they are enrolled.

Expectation Statement:

Items of Evidence Appraisers Are to Review:

Suggestions to Appraisers for Assessing this Criterion:

APPRAISER GUIDE, Part Two

Program: _____

Key Area #9. Occupational Career Awareness

Criterion:

9.2 Students demonstrate knowledge of the characteristics and requirements of the occupations related to the programs in which they are enrolled.

Expectation Statement:

Items of Evidence Appraisers Are to Review:

Suggestions to Appraisers for Assessing this Criterion:

KEY AREA #10: FOLLOW-UP OF STUDENTS

RATIONALE AND COMMENT:

The primary purpose of following up students is to obtain information that can be used for increasing the effectiveness of occupational education. At the agency level, information from former students and from their employers can lead directly to changes in programs and services. At State and national levels, the information can be used for assessing needs and for allocating resources in order to meet those needs.

The State Education Department has developed the Occupational Education Reporting System (OERS), which is in widespread use throughout the State. The Occupational Education Data System (OEDS) continues in limited use. The OERS/OEDS provides information which is useful at both State and local levels. Some school districts will wish to supplement the OERS/OEDS data with information obtained locally by either formal or informal means.

The term "follow-up" often refers to procedures used by school district personnel to ascertain where students go after they complete the program. Accordingly, Criterion 10.2 is grouped within this key area. Readers will note the close relationship to the placement activities of Key Area #14. Information about where students go may be useful in considering whether to expand, diminish, or delete a program (Key Area #4: Program Development).

CRITERIA:

10.1 Information is obtained systematically from former students and their employers and is used for planning improvements in the occupational education program.

10.2 Students obtain positions in appropriate occupations, or they are enrolled in appropriate advanced training programs.

Program: _____

Key Area #10. Follow-up of Students

Criterion:

10.1 Information is obtained systematically from former students and their employers and is used for planning improvements in the occupational education programs.

Expectation Statement:

Items of Evidence Appraisers Are to Review:

Suggestions to Appraisers for Assessing this Criterion:

APPRAISER GUIDE, Part Two

Program: _____

Key Area #10. Follow-up of Students

Criterion:

10.2 Students obtain positions in appropriate occupations or they are enrolled in appropriate advanced training programs.

Expectation Statement:

Items of Evidence Appraisers Are to Review:

Suggestions to Appraisers for Assessing this Criterion:

APPRAISER GUIDE

KEY AREA #11: RESOURCES

RATIONALE AND COMMENT:

Every aspect of an occupational education program is influenced by the availability of human and physical resources. Assessment of any occupational education program must of necessity include a review of those resources. Differences in the nature of the two categories of resources (human vs. physical) suggest that appraisers should consider them differently. Appraisers may be asked to use separate appraisal forms in recording their judgments and suggestions for the two categories.

Human resources include not only instructional staff but also administrative staff, support staff, and any other category of staff who provide direct or indirect services to students in occupational education programs. Pupil personnel services staff, for example, often play an important part in helping students and potential students at various points within their educational careers. Even though some services are only indirectly related to individual programs, appraisers limit their judgments and suggestions to the specific program which they are reviewing. Are there sufficient numbers of staff, and is sufficient staff time allocated to each necessary function, to help students in the program achieve the intended objectives?

Every school district has its normal procedures for evaluating the competence of individual staff members. This evaluation is intended neither to supplant nor to supplement those procedures. The emphasis in this evaluation is not upon the capability of individual staff members but upon the adequacy of the human resources for the achievement of the program objectives. Appraisers can provide insights about staff utilization for consideration by those persons within the school district who have the responsibility for staff decisions. In addition, the aggregated information from local evaluations will be helpful at the state and national level in determining statewide patterns of need.

Physical resources are grouped into (a) facilities and (b) equipment and supplies. Appraisers are asked to make separate judgments for the adequacy of each kind of resource: criterion 11.2 for facilities and criterion 11.3 for equipment and supplies. A third criterion, 11.4, requires a judgment as to whether the physical resources in both of these groups are sufficiently modern to prepare students for the positions they will encounter after completing the program.

CRITERIA:

11.1 Human resources are sufficient to permit the achievement of program objectives.

11.2 The facilities are adequate to permit the achievement of program objectives.

11.3 Equipment and supplies are adequate in quantity and quality to permit the achievement of program objectives.

11.4 Facilities and equipment are appropriate for current practices in the occupational field.

APPRAISER GUIDE, Part Two

Program: _____

Key Area #11. Resources

Criterion:

11.1 Human resources are sufficient to permit the achievement of program objectives.

Expectation Statement:

Items of Evidence Appraisers Are to Review:

Suggestions to Appraisers for Assessing this Criterion:

Program: _____

Key Area #11. Resources

Criterion:

11.2 The facilities are adequate to permit the achievement of program objectives.

Expectation Statement:

Items of Evidence Appraisers Are to Review:

Suggestions to Appraisers for Assessing this Criterion:

APPRAISER GUIDE, Part Two

Program: _____

Key Area #11. Resources

Criterion:

11.3 Equipment and supplies are adequate in quantity and quality to permit the achievement of program objectives.

Expectation Statement:

Items of Evidence Appraisers Are to Review:

Suggestions to Appraisers for Assessing this Criterion:

APPRAISER GUIDE, Part Two

Program: _____

Key Area #11. Resources

Criterion:

11.4 Facilities and equipment are appropriate for current practices in the occupational field.

Expectation Statement:

Items of Evidence Appraisers Are to Review:

Suggestions to Appraisers for Assessing this Criterion:

APPRAISER GUIDE

KEY AREA #12: SAFETY

RATIONALE AND COMMENT:

The importance of safety within occupational education programs is beyond question. School districts have responsibility for the following functions:

- o Regular inspection of facilities and equipment used in instruction.
- o Regular inspection and testing of equipment used to protect students and staff when emergencies occur.
- o Systematic maintenance and repair of facilities and equipment.
- o Systematic and continuous instruction about the importance of safety and about ways to carry out all operations in a safe manner.
- o A continuous effort to impress upon all staff the importance of setting good examples, through their behavior, for students to follow.
- o Continuous instruction (for staff and students) in procedures to be followed when emergencies occur.

The foregoing list is not intended to be exhaustive.

CRITERION:

12.1 The safety of staff and students is promoted through a systematic program of instruction and inspection.

Program: _____

Key Area #12. Safety

Criterion:

12.1 The safety of staff and students is promoted through a systematic program of instruction and inspection.

Expectation Statement:

Items of Evidence Appraisers Are to Review:

Suggestions to Appraisers for Assessing this Criterion:

APPRAISER GUIDE

KEY AREA #13: DEVELOPMENT OF JOB-SEEKING SKILLS

RATIONALE AND COMMENT:

Obtaining employment requires more than having the skills needed for performance on the job. It is necessary to know how to go about locating available jobs and how to conduct oneself effectively during an interview. Development of job-seeking skills is an important part of occupational education.

Following are typical job-seeking skills:

- o Ability to locate information about available positions.
- o Ability to prepare a resume.
- o Ability to complete a job application form.
- o Ability to participate effectively in a job interview.

The list is not intended to be exhaustive.

CRITERIA:

13.1 Students are instructed in job-seeking skills.

13.2 Students demonstrate the job-seeking skills in which they have received instruction.

Program: _____

Key Area #13. Development of Job-Seeking Skills

Criterion:

13.1 Students are instructed in job-seeking skills.

Expectation Statement:

Items of Evidence Appraisers Are to Review:

Suggestions to Appraisers for Assessing this Criterion:

Program: _____

Key Area #13. Development of Job-Seeking Skills

Criterion:

13.2 Students demonstrate the job-seeking skills in which they have received instruction.

Expectation Statement:

Items of Evidence Appraisers Are to Review:

Suggestions to Appraisers for Assessing this Criterion:

APPRAISER GUIDE

KEY AREA #14: PLACEMENT SERVICES

RATIONALE AND COMMENT:

The majority of students who enter occupational education programs have the expectation that if they complete the programs successfully they will obtain positions in program-related occupations. Some students will choose to seek positions immediately upon completing the program, and some will choose to enroll in advanced training programs. The school has a responsibility for providing individual assistance to students who choose either of these options.

Following are typical steps a school district may undertake in order to help students with placement; the list is not intended to be exhaustive:

- o Maintain current files of available entry-level, program-related positions.
- o Maintain files of available opportunities for advanced training.
- o Maintain contact with employers and potential employers for the purpose of receiving information about available positions.
- o Maintain contact with representatives of private and public agencies which provide employment services or information. An example of a public agency is the New York State Employment Service.
- o Provide office space for potential employers who wish to interview students for positions.
- o Provide office space for representatives of employment agencies who wish to meet individually with students.
- o Contact potential employers on behalf of qualified students who are seeking positions; arrange interviews between students and potential employers; maintain records of the contacts and of the results.
- o Maintain contact with admissions officers of agencies which provide advanced training in program-related areas; recommend qualified students for admission.

CRITERION:

14.1 Students are given individual assistance in obtaining appropriate employment or in enrolling in appropriate advanced training programs.

Program: _____

Key Area #14. Placement Services

Criterion:

14.1 Students are given individual assistance in obtaining appropriate employment or in enrolling in appropriate advanced training programs.

Expectation Statement:

Items of Evidence Appraisers Are to Review:

Suggestions to Appraisers for Assessing this Criterion:

SECTION 3

THE APPRAISAL FORMS

- The following forms are to be reproduced locally for use in recording appraisers' comments and suggestions. The directions for completing the appraisal forms are included in this section as well as in Section 4.

- This section includes a sample completed appraisal form for Key Area #6. The sample may be used as a guide by the evaluation committee or by appraisers. The entries on the sample form are not intended for use verbatim by appraisers.

DIRECTIONS FOR COMPLETING THE APPRAISAL FORM

General Directions

1. Remember that the information on the appraisal forms is for the benefit of the school district and of the persons who are conducting the program. The appraisal forms are not forwarded to the State Education Department. Frank, dispassionate, constructive comments should help the school district improve its occupational education programs.

2. If any entry requires more space than is provided on the front of the form, continue the entry on the reverse or append additional sheets. Be sure to number continued entries appropriately.

Directions for Specific Items on the Form

Item #1. The criteria are considered individually. Check one box each for #1a, #1b, and #1c.

Item #2. Use this space for recording suggestions to the school district for improving future evaluations. Comments concerning the evidence and the expectation statement should be recorded for individual criteria (indicate the appropriate criterion for each entry). Consider whether the content is applicable to the criterion and to the expectation statement. If the evidence includes information gained from interviews with staff, students or others, do these persons represent the range of individuals who should be interviewed?

Item #3. Record strengths noted for the key area.

Item #4. Record any needs for improvement within the key area (suggestions for meeting the needs are recorded in #6).

Item #5. Mark the scale to indicate the extent to which there is a need for improvement within the key area. If there are variations in need among the criteria within the key area, mark the box to show the most severe need. Use the following explanations as a guide:

- o No need: No explanation is necessary.
- o Moderate need: Expectations are met but improvement is desirable.
- o Pronounced need: The agency (school district) is hampered in meeting its expectations in this key area.
- o Critical need: The expectations cannot be achieved unless improvements are made.

Item #6. Record suggestions for change which you feel the school district should consider as a means for improving performance in the key area. Valid reasons may exist to prevent the district from carrying out a suggestion, but the suggestion cannot be considered unless it is presented.

SAMPLE SAMPLE

APPRAISAL FORM

Program *Bookkeeping/Accounting* Key Area 6. Development of Basic Skills (computational and communication skills)

On the reverse side write the name(s) of person(s) whose judgments are recorded on this form.

1.

	a. Was evidence adequate to permit judgment?		b. Was expectation met?			c. Was expectation reasonable?			
	Yes	No	Yes	No	Unable to Judge	Yes	Too Low	Too High	Unable to Judge
Criterion # 6.1	X	☐	X	☐	☐	X	☐	☐	☐
Criterion # 6.2	X	☐	X	☐	☐	X	☐	☐	☐

2. Record any comments concerning the adequacy of the evidence, the expectation statement, or the way in which the appraisal is being conducted.

a. *Two appraisers felt that the expectation statement for Criterion 6.2 should include specific reading skills rather than merely "10.0 grade level."*

b. *The minutes (first item of evidence under Criterion 6.2) were for meetings held three years ago. The appraisers felt that there should be some indication that basic skills are examined at more frequent intervals.*

3. What strengths were noted for this key area?

a. *No student is denied admission to the program because of deficiencies in basic skills, and all students who need help in developing basic skills are given that help.*

b. *Program personnel are especially alert to the needs of PSEN and mainstreamed students.*

4. What needs for improvement were noted for this key area?

There is a need for closer cooperation between English instructors and bookkeeping/accounting instructors in developing instructional materials for reading and for writing.

5. To what extent is there a need for improvement within this key area?

☐ NO NEED ☒ MODERATE NEED. (Expectations are met but improvement is desirable.) ☐ PRONOUNCED NEED. (The agency is hampered in meeting its expectations in this key area.) ☐ CRITICAL NEED. (The expectations cannot be achieved unless improvements are made.)

6. In view of the needs identified above, record suggestions for improving performance within this key area:

a. *Establish systematic procedures for English and bookkeeping/accounting instructors to follow jointly in developing basic instructional materials for reading and writing.*

b. *One appraiser suggested that computers be used to provide students with drill in basic mathematics skills.*

7. Date: *XFebruary 19XX*

IF MORE SPACE IS NEEDED, OR IF THERE ARE COMMENTS WHICH GO BEYOND THIS KEY AREA, PLEASE USE THE REVERSE SIDE; NUMBER ITEMS APPROPRIATELY. THANK YOU FOR YOUR PARTICIPATION IN THIS EVALUATION.

NOTES TO ACCOMPANY SAMPLE COMPLETED APPRAISAL FORM

- In this sample the judgments and comments of several appraisers are recorded on a single form. It is also permissible for every appraiser to complete a separate appraisal form.

APPRAISAL FORM

Agency Key Area _____ Key Area 1. Awareness of Occupational Education Programs

On the reverse side write the name(s) of person(s) whose judgments are recorded on this form.

1.

	a. Was evidence adequate to permit judgment?		b. Was expectation met?			c. Was expectation reasonable?			
	Yes	No	Yes	No	Unable to Judge	Yes	Too Low	Too High	Unable to Judge
Criterion # 1.1	☐	☐	☐	☐	☐	☐	☐	☐	☐
Criterion # 1.2	☐	☐	☐	☐	☐	☐	☐	☐	☐
Criterion # 1.3	☐	☐	☐	☐	☐	☐	☐	☐	☐

2. Record any comments concerning the adequacy of the evidence, the expectation statement, or the way in which the appraisal is being conducted.

3. What strengths were noted for this key area?

4. What needs for improvement were noted for this key area?

5. To what extent is there a need for improvement within this key area?

☐ NO NEED

☐ MODERATE NEED. (Expectations are met but improvement is desirable.)

☐ PRONOUNCED NEED. (The agency is hampered in meeting its expectations in this key area.)

☐ CRITICAL NEED. (The expectations cannot be achieved unless improvements are made.)

6. In view of the needs identified above, record suggestions for improving performance within this key area:

7. Date: _____

IF MORE SPACE IS NEEDED, OR IF THERE ARE COMMENTS WHICH GO BEYOND THIS KEY AREA, PLEASE USE THE REVERSE SIDE; NUMBER ITEMS APPROPRIATELY. THANK YOU FOR YOUR PARTICIPATION IN THIS EVALUATION.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

APPRAISAL FORM

Agency Key Area _____ Key Area 2. Cooperative Relationships Among Agencies

On the reverse side write the name(s) of person(s) whose judgments are recorded on this form.

1.

	a. Was evidence adequate to permit judgment?		b. Was expectation met?			c. Was expectation reasonable?			
	Yes	No	Yes	No	Unable to Judge	Yes	Too Low	Too High	Unable to Judge
Criterion # 2.1	☐	☐	☐	☐	☐	☐	☐	☐	☐

2. Record any comments concerning the adequacy of the evidence, the expectation statement, or the way in which the appraisal is being conducted.

3. What strengths were noted for this key area?

4. What needs for improvement were noted for this key area?

5. To what extent is there a need for improvement within this key area?

☐ NO NEED

☐ MODERATE NEED. (Expectations are met but improvement is desirable.)

☐ PRONOUNCED NEED. (The agency is hampered in meeting its expectations in this key area.)

☐ CRITICAL NEED. (The expectations cannot be achieved unless improvements are made.)

6. In view of the needs identified above, record suggestions for improving performance within this key area:

7. Date: _____

IF MORE SPACE IS NEEDED, OR IF THERE ARE COMMENTS WHICH GO BEYOND THIS KEY AREA, PLEASE USE THE REVERSE SIDE; NUMBER ITEMS APPROPRIATELY. THANK YOU FOR YOUR PARTICIPATION IN THIS EVALUATION.

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APPRAISAL FORM

Agency Key Area _____ Key Area 3. Program Selection _____

On the reverse side write the name(s) of person(s) whose judgments are recorded on this form.

1.

	a. Was evidence adequate to permit judgment?		b. Was expectation met?			c. Was expectation reasonable?			
	Yes	No	Yes	No	Unable to Judge	Yes	Too Low	Too High	Unable to Judge
Criterion #	☐	☐	☐	☐	☐	☐	☐	☐	☐
Criterion #	☐	☐	☐	☐	☐	☐	☐	☐	☐

2. Record any comments concerning the adequacy of the evidence, the expectation statement, or the way in which the appraisal is being conducted.

3. What strengths were noted for this key area?

4. What needs for improvement were noted for this key area?

5. To what extent is there a need for improvement within this key area?

☐ NO NEED

☐ MODERATE NEED. (Expectations are met but improvement is desirable.)

☐ PRONOUNCED NEED. (The agency is hampered in meeting its expectations in this key area.)

☐ CRITICAL NEED. (The expectations cannot be achieved unless improvements are made.)

6. In view of the needs identified above, record suggestions for improving performance within this key area:

7. Date: _____

IF MORE SPACE IS NEEDED, OR IF THERE ARE COMMENTS WHICH GO BEYOND THIS KEY AREA, PLEASE USE THE REVERSE SIDE; NUMBER ITEMS APPROPRIATELY. THANK YOU FOR YOUR PARTICIPATION IN THIS EVALUATION.

BEST COPY AVAILABLE

APPRAISAL FORM

Agency Key Area _____ Key Area 4. Program Development _____

On the reverse side write the name(s) of person(s) whose judgments are recorded on this form.

1.	a. Was evidence adequate to permit judgment?		b. Was expectation met?			c. Was expectation reasonable?			
	Yes	No	Yes	No	Unable to Judge	Yes	Too Low	Too High	Unable to Judge
Criterion # 4.1	☐	☐	☐	☐	☐	☐	☐	☐	☐

2. Record any comments concerning the adequacy of the evidence, the expectation statement, or the way in which the appraisal is being conducted.

3. What strengths were noted for this key area?

4. What needs for improvement were noted for this key area?

5. To what extent is there a need for improvement within this key area?

☐ NO NEED ☐ MODERATE NEED. (Expectations are met but improvement is desirable.) ☐ PRONOUNCED NEED. (The agency is hampered in meeting its expectations in this key area.) ☐ CRITICAL NEED. (The expectations cannot be achieved unless improvements are made.)

6. In view of the needs identified above, record suggestions for improving performance within this key area:

7. Date: _____

IF MORE SPACE IS NEEDED, OR IF THERE ARE COMMENTS WHICH GO BEYOND THIS KEY AREA, PLEASE USE THE REVERSE SIDE; NUMBER ITEMS APPROPRIATELY. THANK YOU FOR YOUR PARTICIPATION IN THIS EVALUATION.

BEST COPY AVAILABLE

APPRAISAL FORM

Agency Key Area _____ Key Area 5. Staff Development

On the reverse side write the name(s) of person(s) whose judgments are recorded on this form.

1.

	a. Was evidence adequate to permit judgment?		b. Was expectation met?			c. Was expectation reasonable?			
	Yes	No	Yes	No	Unable to Judge	Yes	Too Low	Too High	Unable to Judge
Criterion # 5.1	☐	☐	☐	☐	☐	☐	☐	☐	☐

2. Record any comments concerning the adequacy of the evidence, the expectation statement, or the way in which the appraisal is being conducted.

3. What strengths were noted for this key area?

4. What needs for improvement were noted for this key area?

5. To what extent is there a need for improvement within this key area?

☐ NO NEED

☐ MODERATE NEED. (Expectations are met but improvement is desirable.)

☐ PRONOUNCED NEED. (The agency is hampered in meeting its expectations in this key area.)

☐ CRITICAL NEED. (The expectations cannot be achieved unless improvements are made.)

6. In view of the needs identified above, record suggestions for improving performance within this key area:

7. Date: _____

IF MORE SPACE IS NEEDED, OR IF THERE ARE COMMENTS WHICH GO BEYOND THIS KEY AREA, PLEASE USE THE REVERSE SIDE; NUMBER ITEMS APPROPRIATELY. THANK YOU FOR YOUR PARTICIPATION IN THIS EVALUATION.

BEST COPY AVAILABLE

APPRAISAL FORM

Program _____ Key Area 6. Development of Basic Skills (computational and communication skills)

On the reverse side write the name(s) of person(s) whose judgments are recorded on this form.

1.

	a. Was evidence adequate to permit judgment?		b. Was expectation met?			c. Was expectation reasonable?			
	Yes	No	Yes	No	Unable to Judge	Yes	Too Low	Too High	Unable to Judge
Criterion # 6.1	☐	☐	☐	☐	☐	☐	☐	☐	☐
Criterion # 6.2	☐	☐	☐	☐	☐	☐	☐	☐	☐

2. Record any comments concerning the adequacy of the evidence, the expectation statement, or the way in which the appraisal is being conducted.

3. What strengths were noted for this key area?

4. What needs for improvement were noted for this key area?

5. To what extent is there a need for improvement within this key area?

☐ NO NEED

☐ MODERATE NEED. (Expectations are met but improvement is desirable.)

☐ PRONOUNCED NEED. (The agency is hampered in meeting its expectations in this key area.)

☐ CRITICAL NEED. (The expectations cannot be achieved unless improvements are made.)

6. In view of the needs identified above, record suggestions for improving performance within this key area:

7. Date: _____

IF MORE SPACE IS NEEDED, OR IF THERE ARE COMMENTS WHICH GO BEYOND THIS KEY AREA, PLEASE USE THE REVERSE SIDE; NUMBER ITEMS APPROPRIATELY. THANK YOU FOR YOUR PARTICIPATION IN THIS EVALUATION.

BEST COPY AVAILABLE

APPRAISAL FORM

Program _____ Key Area 7. Development of Occupational Skills

On the reverse side write the name(s) of person(s) whose judgments are recorded on this form.

1.

	a. Was evidence adequate to permit judgment?		b. Was expectation met?			c. Was expectation reasonable?			
	Yes	No	Yes	No	Unable to Judge	Yes	Too Low	Too High	Unable to Judge
Criterion # 7.1	☐	☑	☐	☐	☐	☐	☐	☐	☐
Criterion # 7.2	☐	☐	☐	☐	☐	☐	☐	☐	☐
Criterion # 7.3	☐	☐	☐	☐	☐	☐	☐	☐	☐

2. Record any comments concerning the adequacy of the evidence, the expectation statement, or the way in which the appraisal is being conducted.

3. What strengths were noted for this key area?

4. What needs for improvement were noted for this key area?

5. To what extent is there a need for improvement within this key area?

☐ NO NEED

☐ MODERATE NEED. (Expectations are met but improvement is desirable.)

☐ PRONOUNCED NEED. (The agency is hampered in meeting its expectations in this key area.)

☐ CRITICAL NEED. (The expectations cannot be achieved unless improvements are made.)

6. In view of the needs identified above, record suggestions for improving performance within this key area:

7. Date: _____

IF MORE SPACE IS NEEDED, OR IF THERE ARE COMMENTS WHICH GO BEYOND THIS KEY AREA, PLEASE USE THE REVERSE SIDE; NUMBER ITEMS APPROPRIATELY. THANK YOU FOR YOUR PARTICIPATION IN THIS EVALUATION.

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APPRAISAL FORM

Program _____ Key Area 8. Development of General Occupation-Related Attitudes and Behaviors

On the reverse side write the name(s) of person(s) whose judgments are recorded on this form.

1.

	a. Was evidence adequate to permit judgment?		b. Was expectation met?			c. Was expectation reasonable?			
	Yes	No	Yes	No	Unable to Judge	Yes	Too Low	Too High	Unable to Judge
Criterion # 8.1	☐	☐	☐	☐	☐	☐	☐	☐	☐
Criterion # 8.2	☐	☐	☐	☐	☐	☐	☐	☐	☐

2. Record any comments concerning the adequacy of the evidence, the expectation statement, or the way in which the appraisal is being conducted.

3. What strengths were noted for this key area?

4. What needs for improvement were noted for this key area?

5. To what extent is there a need for improvement within this key area?

☐ NO NEED ☐ MODERATE NEED. (Expectations are met but improvement is desirable.) ☐ PRONOUNCED NEED. (The agency is hampered in meeting its expectations in this key area.) ☐ CRITICAL NEED. (The expectations cannot be achieved unless improvements are made.)

6. In view of the needs identified above, record suggestions for improving performance within this key area:

7. Date: _____

IF MORE SPACE IS NEEDED, OR IF THERE ARE COMMENTS WHICH GO BEYOND THIS KEY AREA, PLEASE USE THE REVERSE SIDE; NUMBER ITEMS APPROPRIATELY. THANK YOU FOR YOUR PARTICIPATION IN THIS EVALUATION.

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APPRAISAL FORM

Program _____ Key Area 9. Occupational Career Awareness

On the reverse side write the name(s) of person(s) whose judgments are recorded on this form.

1.

	a. Was evidence adequate to permit judgment?		b. Was expectation met?			c. Was expectation reasonable?			
	Yes	No	Yes	No	Unable to Judge	Yes	Too Low	Too High	Unable to Judge
Criterion # 9.1	☐	☐	☐	☐	☐	☐	☐	☐	☐
Criterion # 9.2	☐	☐	☐	☐	☐	☐	☐	☐	☐

2. Record any comments concerning the adequacy of the evidence, the expectation statement, or the way in which the appraisal is being conducted.

3. What strengths were noted for this key area?

4. What needs for improvement were noted for this key area?

5. To what extent is there a need for improvement within this key area?

☐ NO NEED

☐ MODERATE NEED. (Expectations are met but improvement is desirable.)

☐ PRONOUNCED NEED. (The agency is hampered in meeting its expectations in this key area.)

☐ CRITICAL NEED. (The expectations cannot be achieved unless improvements are made.)

6. In view of the needs identified above, record suggestions for improving performance within this key area:

7. Date: _____

IF MORE SPACE IS NEEDED, OR IF THERE ARE COMMENTS WHICH GO BEYOND THIS KEY AREA, PLEASE USE THE REVERSE SIDE; NUMBER ITEMS APPROPRIATELY. THANK YOU FOR YOUR PARTICIPATION IN THIS EVALUATION.

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APPRAISAL FORM

Program _____ Key Area 10. Follow-up of Students

On the reverse side write the name(s) of person(s) whose judgments are recorded on this form.

1.

	a. Was evidence adequate to permit judgment?		b. Was expectation met?			c. Was expectation reasonable?			
	Yes	No	Yes	No	Unable to Judge	Yes	Too Low	Too High	Unable to Judge
Criterion # 10.1	☐	☐	☐	☐	☐	☐	☐	☐	☐
Criterion # 10.2	☐	☐	☐	☐	☐	☐	☐	☐	☐

2. Record any comments concerning the adequacy of the evidence, the expectation statement, or the way in which the appraisal is being conducted.

3. What strengths were noted for this key area?

4. What needs for improvement were noted for this key area?

5. To what extent is there a need for improvement within this key area?

☐ NO NEED

☐ MODERATE NEED. (Expectations are met but improvement is desirable.)

☐ PRONOUNCED NEED. (The agency is hampered in meeting its expectations in this key area.)

☐ CRITICAL NEED. (The expectations cannot be achieved unless improvements are made.)

6. In view of the needs identified above, record suggestions for improving performance within this key area:

7. Date: _____

IF MORE SPACE IS NEEDED, OR IF THERE ARE COMMENTS WHICH GO BEYOND THIS KEY AREA, PLEASE USE THE REVERSE SIDE; NUMBER ITEMS APPROPRIATELY. THANK YOU FOR YOUR PARTICIPATION IN THIS EVALUATION.

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APPRAISAL FORM

Program _____ Key Area 11. Resources

On the reverse side write the name(s) of person(s) whose judgments are recorded on this form.

1.	a. Was evidence adequate to permit judgment?		b. Was expectation met?			c. Was expectation reasonable?			
	Yes	No	Yes	No	Unable to Judge	Yes	Too Low	Too High	Unable to Judge
Criterion # 11.1	☐	☐	☐	☐	☐	☐	☐	☐	☐
Criterion # 11.2	☐	☐	☐	☐	☐	☐	☐	☐	☐
Criterion # 11.3	☐	☐	☐	☐	☐	☐	☐	☐	☐
Criterion # 11.4	☐	☐	☐	☐	☐	☐	☐	☐	☐

2. Record any comments concerning the adequacy of the evidence, the expectation statement, or the way in which the appraisal is being conducted.

3. What strengths were noted for this key area?

4. What needs for improvement were noted for this key area?

5. To what extent is there a need for improvement within this key area?

☐ NO NEED

☐ MODERATE NEED. (Expectations are met but improvement is desirable.)

☐ PRONOUNCED NEED. (The agency is hampered in meeting its expectations in this key area.)

☐ CRITICAL NEED. (The expectations cannot be achieved unless improvements are made.)

6. In view of the needs identified above, record suggestions for improving performance within this key area:

7. Date: _____

IF MORE SPACE IS NEEDED, OR IF THERE ARE COMMENTS WHICH GO BEYOND THIS KEY AREA, PLEASE USE THE REVERSE SIDE; NUMBER ITEMS APPROPRIATELY. THANK YOU FOR YOUR PARTICIPATION IN THIS EVALUATION.

BEST COPY AVAILABLE

APPRAISAL FORM

Program _____ Key Area 12. Safety

On the reverse side write the name(s) of person(s) whose judgments are recorded on this form.

1.	a. Was evidence adequate to permit judgment?		b. Was expectation met?			c. Was expectation reasonable?			
	Yes	No	Yes	No	Unable to Judge	Yes	Too Low	Too High	Unable to Judge
Criterion # 12.1	☐	☐	☐	☐	☐	☐	☐	☐	☐

2. Record any comments concerning the adequacy of the evidence, the expectation statement, or the way in which the appraisal is being conducted.

3. What strengths were noted for this key area?

4. What needs for improvement were noted for this key area?

5. To what extent is there a need for improvement within this key area?

☐ NO NEED ☐ MODERATE NEED. (Expectations are met but improvement is desirable.) ☐ PRONOUNCED NEED. (The agency is hampered in meeting its expectations in this key area.) ☐ CRITICAL NEED. (The expectations cannot be achieved unless improvements are made.)

6. In view of the needs identified above, record suggestions for improving performance within this key area:

7. Date: _____

IF MORE SPACE IS NEEDED, OR IF THERE ARE COMMENTS WHICH GO BEYOND THIS KEY AREA, PLEASE USE THE REVERSE SIDE; NUMBER ITEMS APPROPRIATELY. THANK YOU FOR YOUR PARTICIPATION IN THIS EVALUATION.

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APPRAISAL FORM

Program (if applicable) _____ Key Area 13. Job-Seeking Skills

On the reverse side write the name(s) of person(s) whose judgments are recorded on this form.

1.

	a. Was evidence adequate to permit judgment?		b. Was expectation met?			c. Was expectation reasonable?			
	Yes	No	Yes	No	Unable to Judge	Yes	Too Low	Too High	Unable to Judge
Criterion # 13.1	☐	☐	☐	☐	☐	☐	☐	☐	☐
Criterion # 13.2	☐	☐	☐	☐	☐	☐	☐	☐	☐

2. Record any comments concerning the adequacy of the evidence, the expectation statement, or the way in which the appraisal is being conducted.

3. What strengths were noted for this key area? Are there any unusual features or practices within this key area which have such merit that information about them should be shared with other districts?

4. What needs for improvement were noted for this key area?

5. To what extent is there a need for improvement within this key area?

☐ NO NEED

☐ MODERATE NEED. (Expectations are met but improvement is desirable.)

☐ PRONOUNCED NEED. (The agency is hampered in meeting its expectations in this key area.)

☐ CRITICAL NEED. (The expectations cannot be achieved unless improvements are made.)

6. In view of the needs identified above, record suggestions for improving performance within this key area:

7. Date: _____

IF MORE SPACE IS NEEDED, OR IF THERE ARE COMMENTS WHICH GO BEYOND THIS KEY AREA, PLEASE USE THE REVERSE SIDE; NUMBER ITEMS APPROPRIATELY. THANK YOU FOR YOUR PARTICIPATION IN THIS EVALUATION.

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APPRAISAL FORM

Program (if applicable) _____ Key Area 14. Placement Services

On the reverse side write the name(s) of person(s) whose judgments are recorded on this form.

1. Criterion # 14.1

a. Was evidence adequate to permit judgment?		b. Was expectation met?			c. Was expectation reasonable?			
Yes	No	Yes	No	Unable to Judge	Yes	Too Low	Too High	Unable to Judge
☐	☐	☐	☐	☐	☐	☐	☐	☐

2. Record any comments concerning the adequacy of the evidence, the expectation statement, or the way in which the appraisal is being conducted.

3. What strengths were noted for this key area?

4. What needs for improvement were noted for this key area?

5. To what extent is there a need for improvement within this key area?

☐ NO NEED

☐ MODERATE NEED. (Expectations are met but improvement is desirable.)

☐ PRONOUNCED NEED. (The agency is hampered in meeting its expectations in this key area.)

☐ CRITICAL NEED. (The expectations cannot be achieved unless improvements are made.)

6. In view of the needs identified above, record suggestions for improving performance within this key area:

7. Date: _____

IF MORE SPACE IS NEEDED, OR IF THERE ARE COMMENTS WHICH GO BEYOND THIS KEY AREA, PLEASE USE THE REVERSE SIDE; NUMBER ITEMS APPROPRIATELY. THANK YOU FOR YOUR PARTICIPATION IN THIS EVALUATION.

SECTION 4

MATERIALS FOR ORIENTING APPRAISERS

This section contains information to guide members of the evaluation committee in informing appraisers about the system for evaluating occupational education programs and about the specific activities these appraisers are expected to carry out. Included are:

- Suggested Procedures for Orienting Appraisers (includes Outline for Orienting Appraisers)
- Directions to Appraisers for Using the Appraiser Guides
- Directions for Completing the Appraisal Form (repeated from page S-183, Section 3)

SUGGESTED PROCEDURES FOR ORIENTING APPRAISERS

Internal and external appraisers both need orientation in order to carry out their functions satisfactorily. Some internal appraisers may have helped in deciding upon expectation statements and upon the items of evidence to be reviewed by appraisers. These persons can assist with orienting other appraisers. The typical orientation is likely to be both brief and informal. It should nonetheless include two major points: (a) an introduction to the system for evaluating occupational education programs, and (b) the specific activities the appraisers are expected to complete.

An OUTLINE FOR ORIENTING APPRAISERS appears on the next page. The following materials may be reproduced locally for use in the orientation:

- Introduction from the Manual for Evaluation of Occupational Education Programs (provides an overview of the evaluation system).
- Directions to Appraisers for Using the Appraiser Guides (page S-221).
- Directions for Completing the Appraisal Forms (page S-223).
- The Appraiser Guide(s) (pages S-99 through S-179) that the appraisers are to use in assessing assigned key areas.

OUTLINE FOR ORIENTING APPRAISERS

I. Introduction to the system for evaluating occupational education programs.

1. Ask appraisers to read the Introduction from the manual; discuss the content.

2. Discuss reasons for conducting the evaluation:

   a. The primary purposes of the evaluation are:

      - To identify strengths of occupational education programs.
      - To identify needs for improvement.
      - To obtain suggestions for improvement.

   b. All agencies receiving VEA funds are required by SED to evaluate their occupational education programs.

3. Discuss significant features of the evaluation:

   a. The evaluation is continuous and cyclical; each program is assessed once every three to five years.

   b. Fourteen key areas are examined. There are agency key areas and program key areas. Review them.

   c. The school district has stated its own expectation for performance with respect to each criterion within the key areas to be examined.

   d. Internal and external appraisers are involved.

   e. The school district prepares an assessment summary which is based upon the appraisers' findings.

   f. After considering the appraisers' findings the school district plans program improvements and then carries out the plans for which it has the necessary resources.

II. The specific activities of the appraisers.

1. Appraisers are chosen to evaluate certain key areas because they have knowledge and background in those key areas.

2. Stress the value of communication between internal and external appraisers.

3. Discuss the appraisers' need to be sensitive to equity issues.

4. Discuss the appraiser guides and the Directions to Appraisers for Using the Appraiser Guides.

5. Discuss the appraisal forms and the Directions for Completing the Appraisal Forms. State whether each appraiser is to complete a separate appraisal form, whether all appraisers who are reviewing a key area collaborate in completing a single form, or whether they may choose to work either way.

6. State how appraisers are to get answers to questions that arise after the appraisal begins.

7. Tell appraisers where to submit the appraisal for ns after they are completed.

DIRECTIONS TO APPRAISERS FOR USING APPRAISER GUIDES

To the Appraiser:

You will receive a separate Appraiser Guide for each key area you are to consider. The guide contains information which is important for you as you and your fellow appraisers carry out your review. Please follow these steps:

PART I.

1. Read the section entitled Rationale and Comment. It explains why the key area is important, and it provides additional information to supplement the criteria.

2. Discuss the criteria with your fellow appraisers and with the evaluation committee. Appraisers should agree upon the meaning of each criterion before the appraisal takes place.

Part II. There is a separate page for each criterion. Initially each criterion should be considered separately. Later you and your fellow appraisers will make comments concerning the key area as a whole (see appraisal forms).

3. Read and discuss the expectation statement. Is it clear? Is it related adequately to the criterion? Is it reasonable, or is it too low or too high? Your responses will be recorded later on the appraisal forms.

4. Examine the list of the items of evidence to be reviewed. Are these items sufficient to permit you to make a judgment as to whether the expectation is met? Which items seem superfluous? What additional evidence do you feel should be considered? Again, your responses will be recorded on the appraisal forms. When you see the actual items of evidence, you will also be asked to make judgments about their quality.

5. Review the section entitled Suggestions and Comments which are intended to help you as you review the evidence for the criterion. Ask questions of the evaluation committee as needed.

After you have carried out foregoing steps for each criterion you are ready to begin the review of the evidence.

DIRECTIONS FOR COMPLETING THE APPRAISAL FORM

General Directions

1. Remember that the information on the appraisal forms is for the benefit of the school district and of the persons who are conducting the program. The appraisal forms are not forwarded to the State Education Department. Frank, dispassionate, constructive comments should help the school district improve its occupational education programs.

2. If any entry requires more space than is provided on the front of the form, continue the entry on the reverse or append additional sheets. Be sure to number continued entries appropriately.

Directions for Specific Items on the Form

Item #1. The criteria are considered individually. Check one box each for #1a, #1b, and #1c.

Item #2. Use this space for recording suggestions to the school district for improving future evaluations. Comments concerning the evidence and the expectation statement should be recorded for individual criteria (indicate the appropriate criterion for each entry). Consider whether the content is applicable to the criterion and to the expectation statement. If the evidence includes information gained from interviews with staff, students or others, do these persons represent the range of individuals who should be interviewed?

Item #3. Record strengths noted for the key area.

Item #4. Record any needs for improvement within the key area (suggestions for meeting the needs are recorded in #6).

Item #5. Mark the scale to indicate the extent to which there is a need for improvement within the key area. If there are variations in need among the criteria within the key area, mark the box to show the most severe need. Use the following explanations as a guide:

- o No need: No explanation is necessary.
- o Moderate need: Expectations are met, but improvement is desirable.
- o Pronounced need: The agency (school district) is hampered in meeting its expectations in this key area.
- o Critical need: The expectations cannot be achieved unless improvements are made.

Item #6. Record suggestions for change which you feel the school district should consider as a means for improving performance in the key area. Valid reasons may exist to prevent the district from carrying out a suggestion, but the suggestion cannot be considered unless it is presented.

SECTION 5

THE ASSESSMENT SUMMARY

This section contains the information and the forms an agency needs for completing the assessment summary (report of the assessment). Included are:

- Directions for Preparing the Assessment Summary.
- Cover page and assessment summary forms for agency key areas.
- Cover page and assessment summary forms for program key areas.
- Sample completed assessment summary form for Key Area #6.

NOTE TO "BIG FIVE" SCHOOLS (Buffalo, New York City, Rochester, Syracuse and Yonkers): Do not use the materials in this section in preparing the report of assessments. Rather, follow the directions in the most recent set of Guidelines for Preparing 793/399 Reports which SED publishes annually.

DIRECTIONS FOR PREPARING THE ASSESSMENT SUMMARY

I. GENERAL DIRECTIONS

A. Prepare a separate assessment summary for each program that is assessed. Use the packet of forms (pages S-251 through S-269) labeled "Assessment Summary Forms for Program Key Areas." Omit the forms for Key Areas #13 and #14 unless they are being assessed as program key areas.

B. When agency key areas are assessed, prepare a separate assessment summary using the packet of forms (pages S-235 through S-249) labeled "Assessment Summary Forms for Agency Key Areas." Omit the forms for Key Areas #13 and #14 unless they are being assessed as agency key areas.

C. For each assessment summary, complete these three items:

1. A cover page (use the form on page S-235 or on page S-251).

2. An abstract.

3. An assessment summary form for each key area that was assessed.

D. Send two copies of the completed assessment summary to the Bureau of Occupational Education Research and Evaluation, SED. The due date for the assessment summary is announced to the school district via letter early in the academic year. If there is any uncertainty about the due date or about any other aspect of the assessment summary, write or telephone the SED staff member who is designated as a contact person for the school district.

II. SPECIFIC DIRECTIONS

A. The Cover Page.

Insert the requested information in the blank spaces. The Chief School Officer and the person who prepares the assessment summary should sign the report. If the school district offers occupational education at more than one site (e.g., at two or more high schools) make one of the following entries at the bottom of the cover page:

THIS REPORT COVERS ALL SITES.

THIS REPORT COVERS THE FOLLOWING SITE(S): list them

B. The Abstract

The abstract summarizes the major findings of the assessment. No form is necessary. The bulk of the information is taken from the assessment summary forms. The suggested length is one page or shorter. The abstract includes the following:

1. Major strengths of the program (or set of agency characteristics) as identifed by the appraisers.

2. Major needs for improvement.

3. Steps the district is considering (or has undertaken) in order to meet identified needs.

The abstract may also include the following additional entries:

4. General reactions concerning the effectiveness of the assessment.

5. Steps under consideration for improving the effectiveness of future assessments.

6. Any explanatory information the district chooses to provide.

C. The Assessment Summary Forms.

There is a separate assessment summary form for each key area that was assessed. If appropriate, the district may choose to use separate forms for human resources and for physical resources when considering Key Area #11.

No explanation is necessary for most of the items on the assessment summary form; provide the requested information. The following explanations may be helpful:

- Item #3. Mark only one box. If there are variations in extent of need among the criteria, mark the box which indicates the greatest need. Use the same interpretations for each level of need that are found on the appraisal form:

  No need: No explanation is necessary.

  Moderate need: Expectations are met but improvement is desirable.

  Pronounced need: The school district is hampered in meeting its expectations within this key area.

  Critical need: The expectations cannot be achieved unless improvements are made.

  If a box other than "No need" is checked, an entry in item #2 is necessary, and an entry in item #4 or #5 is strongly indicated.

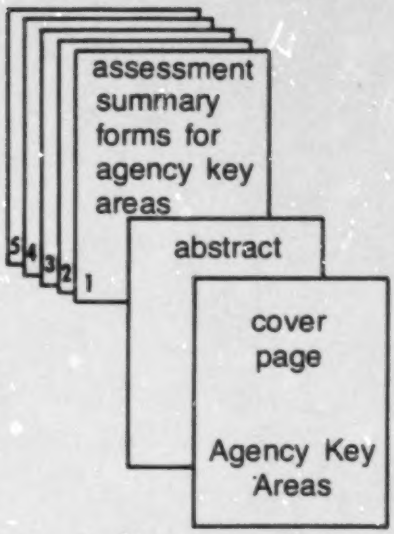
- Item #4. Some suggestions have such obvious merit that they may be put into effect at once; they require no change in policy and no new resources. It is helpful to the State Education Department to know about such changes in summarizing the outcomes of the evaluation.

- Item #6. Check the box if the district chooses to share with SED information about a useful practice for the assessment of any criterion within the key area. The information may include procedures, sources of assistance, or items of evidence. See Manual, page 35, for further information.

COMPONENTS OF THE ASSESSMENT SUMMARY
(Report to SED)

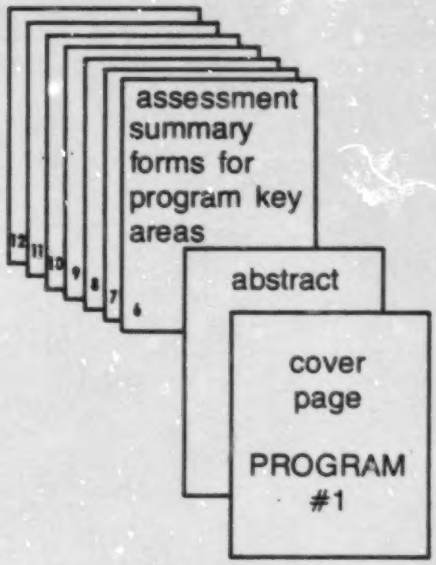
When AGENCY KEY AREAS are assessed, complete this set of items:

ASSESSMENT SUMMARY for Agency Key Areas

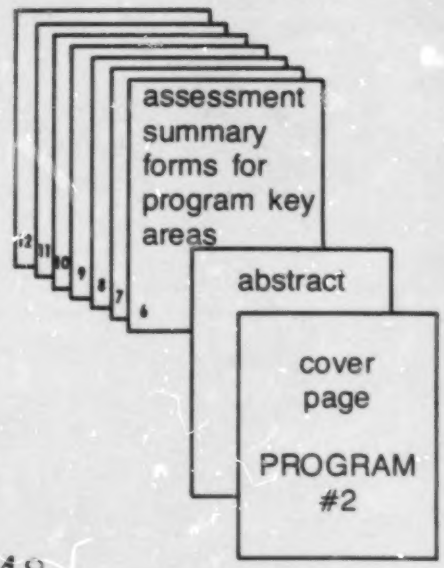


When PROGRAMS are assessed, complete this set of items:

ASSESSMENT SUMMARY for Program Key Areas



INCLUDE ASSESSMENT SUMMARY FORMS FOR KEY AREAS #13 AND #14 WITH EITHER THE AGENCY OR PROGRAM ASSESSMENT SUMMARY FORMS.



ASSESSMENT SUMMARY FORM FOR PROGRAM KEY AREAS

School District *Your School C.S.D.* Program *Bookkeeping/Accounting*

Key Area # 6. Development of Basic Skills (Computational and Communication Skills)

1. What strengths did appraisers identify within this key area?

   a. *The program is open to all students regardless of their competence in basic skills.*
   b. *All students who need help in basic skills are given that help. PSEN and mainstreamed pupils receive special attention.*

2. What needs for improvement were identified within this key area?

   a. *We need closer cooperation between the English instructors and program instructors in developing instructional materials for student use in improving their reading and writing skills.*
   b. *We need more frequent review to determine the level of competence in the basic skills students should have (a) within the program, and (b) upon completion of the program.*

3. Mark the box indicating the extent of need for improvement within this key area (see instructions for definitions).

   ☐ No need for improvement. ☒ Moderate need for improvement. ☐ Pronounced need for improvement. ☐ Critical need for improvement.

4. What changes in this key area have already been initiated as a result of the evaluation?

   Bookkeeping/Accounting instructors have met twice with English instructors and basic skills instructors to consider procedures for joint development of basic materials in reading and writing. Additional meetings are scheduled.

5. What additional changes is the school district considering in this key area in response to identified needs?

   a. *Program staff will meet with the consultant committee in business to review the materials developed three years ago and to decide whether there should be changes in the desired levels of competence in basic skills, either for (a) successful performance in the program (Criterion 6.1) or (b) successful performance in entry-level positions (Criterion 6.2). We will develop procedures for periodic review of these levels.*
   b. *We will explore the increased use of computers in helping students develop each of the basic skills.*
   c. *We are considering staff development activities in using computers for teaching basic skills.*

6. ☐ Check here if the district has identified a useful practice for assessing any of the criteria within this key area.

7. Use this space for (a) additional comments concerning this key area, or (b) requests for assistance related to evaluation of this key area:

BEST COPY AVAILABLE

ASSESSMENT SUMMARY FOR AGENCY KEY AREAS
COVER PAGE

1. Name and address of SCHOOL DISTRICT

2. Name of Chief School Officer: _____

3. Name of Coordinator for the evaluation: _____

4. Date the Assessment was completed: _____

5. This report covers activities at the following level(s): (check one)

Secondary only ☐ Adult only ☐ Both secondary and adult ☐

6. Appraisers who participated in the assessment:

Name	Role (e.g.: teacher, employer, former student, etc.)	Internal	External	Key Areas appraised by this person:
_____	_____	☐	☐	_____
_____	_____	☐	☐	_____
_____	_____	☐	☐	_____
_____	_____	☐	☐	_____
_____	_____	☐	☐	_____
_____	_____	☐	☐	_____
_____	_____	☐	☐	_____

(If additional space is needed, use reverse side or attached addenda.)

_____
Signature of Chief School Officer

A complete Assessment Summary includes these items:

- This cover sheet
- An abstract
- A completed Assessment Summary form for each key area that was assessed

_____
Signature of person who prepared this report

Please send two copies of the Assessment Summary to:

Bureau of Occupational Education Research and Evaluation
New York State Education Department
1624 Twin Towers
99 Washington Avenue
Albany, New York 12234

ASSESSMENT SUMMARY FORM FOR AGENCY KEY AREAS

School District _____ Key Area # 1. Awareness of Occupational Education Programs

1. What strengths did appraisers identify within this key area?

2. What needs for improvement were identified within this key area?

3. Mark the box indicating the extent of need for improvement within this key area (see instructions for definitions).

☐ No need for improvement. ☐ Moderate need for improvement. ☐ Pronounced need for improvement. ☐ Critical need for improvement.

4. What changes in this key area have already been initiated as a result of the evaluation?

5. What additional changes is the school district considering in this key area in response to identified needs?

6. ☐ Check here if the district has identified a useful practice for assessing any of the criteria within this key area.

7. Use this space for (a) additional comments concerning this key area, or (b) requests for assistance related to evaluation of this key area:

BEST COPY AVAILABLE

BEST COPY AVAILABLE

ASSESSMENT SUMMARY FORM FOR AGENCY KEY AREAS

School District _____ Key Area # 2. Cooperative Relationships Among Agencies

1. What strengths did appraisers identify within this key area?

2. What needs for improvement were identified within this key area?

3. Mark the box indicating the extent of need for improvement within this key area (see instructions for definitions).

☐ No need for improvement. ☐ Moderate need for improvement. ☐ Pronounced need for improvement. ☐ Critical need for improvement.

4. What changes in this key area have already been initiated as a result of the evaluation?

5. What additional changes is the school district considering in this key area in response to identified needs?

6. ☐ Check here if the district has identified a useful practice for assessing any of the criteria within this key area.

7. Use this space for (a) additional comments concerning this key area, or (b) requests for assistance related to evaluation of this key area:

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ASSESSMENT SUMMARY FORM FOR AGENCY KEY AREAS

School District _____ Key Area # 3. Program Selection ____

1. What strengths did appraisers identify within this key area?

2. What needs for improvement were identified within this key area?

3. Mark the box indicating the extent of need for improvement within this key area (see instructions for definitions).

☐ No need for improvement. ☐ Moderate need for improvement. ☐ Pronounced need for improvement. ☐ Critical need for improvement.

4. What changes in this key area have already been initiated as a result of the evaluation?

5. What additional changes is the school district considering in this key area in response to identified needs?

6. ☐ Check here if the district has identified a useful practice for assessing any of the criteria within this key area.

7. Use this space for (a) additional comments concerning this key area, or (b) requests for assistance related to evaluation of this key area:

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ASSESSMENT SUMMARY FORM FOR AGENCY KEY AREAS

School District _____ Key Area # 4. Program Development _____

1. What strengths did appraisers identify within this key area?

2. What needs for improvement were identified within this key area?

3. Mark the box indicating the extent of need for improvement within this key area (see instructions for definitions).

☐ No need for improvement. ☐ Moderate need for improvement. ☐ Pronounced need for improvement. ☐ Critical need for improvement.

4. What changes in this key area have already been initiated as a result of the evaluation?

5. What additional changes is the school district considering in this key area in response to identified needs?

6. ☐ Check here if the district has identified a useful practice for assessing any of the criteria within this key area.

7. Use this space for (a) additional comments concerning this key area, or (b) requests for assistance related to evaluation of this key area:

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ASSESSMENT SUMMARY FORM FOR AGENCY KEY AREAS

School District _____ Key Area # 5. Staff Development

1. What strengths did appraisers identify within this key area?

2. What needs for improvement were identified within this key area?

3. Mark the box indicating the extent of need for improvement within this key area (see instructions for definitions).

☐ No need for improvement. ☐ Moderate need for improvement. ☐ Pronounced need for improvement. ☐ Critical need for improvement.

4. What changes in this key area have already been initiated as a result of the evaluation?

5. What additional changes is the school district considering in this key area in response to identified needs?

6. ☐ Check here if the district has identified a useful practice for assessing any of the criteria within this key area.

7. Use this space for (a) additional comments concerning this key area, or (b) requests for assistance related to evaluation of this key area:

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ASSESSMENT SUMMARY FORM FOR AGENCY KEY AREAS

School District _____ Key Area # 13. Job-Seeking Skills

1. What strengths did appraisers identify within this key area?

2. What needs for improvement were identified within this key area?

3. Mark the box indicating the extent of need for improvement within this key area (see instructions for definitions).

☐ No need for improvement. ☐ Moderate need for improvement. ☐ Pronounced need for improvement. ☐ Critical need for improvement.

4. What changes in this key area have already been initiated as a result of the evaluation?

5. What additional changes is the school district considering in this key area in response to identified needs?

6. ☐ Check here if the district has identified a useful practice for assessing any of the criteria within this key area.

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ASSESSMENT SUMMARY FORM FOR AGENCY KEY AREAS

School District _____ Key Area # 14. Placement Services

1. What strengths did appraisers identify within this key area?

2. What needs for improvement were identified within this key area?

3. Mark the box indicating the extent of need for improvement within this key area (see instructions for definitions).

☐ No need for improvement. ☐ Moderate need for improvement. ☐ Pronounced need for improvement. ☐ Critical need for improvement.

4. What changes in this key area have already been initiated as a result of the evaluation?

5. What additional changes is the school district considering in this key area in response to identified needs?

6. ☐ Check here if the district has identified a useful practice for assessing any of the criteria within this key area.

7. Use this space for (a) additional comments concerning this key area, or (b) requests for assistance related to evaluation of this key area:

ASSESSMENT SUMMARY FOR PROGRAM KEY AREAS
COVER PAGE

1. Name and address of SCHOOL DISTRICT

2. Program covered by this Assessment Summary: _____

3. Name of Chief School Officer: _____

4. Name of Coordinator for the evaluation: _____

5. This report covers activities at the following level(s): (check one)

   Secondary only ☐ Adult only ☐ Both secondary and adult ☐

6. Appraisers who participated in the assessment:

Name	Role (e.g.: teacher, employer, former student, etc.)	Internal	External	Key Areas appraised by this person:
_____	_____	☐	☐	_____
_____	_____	☐	☐	_____
_____	_____	☐	☐	_____
_____	_____	☐	☐	_____
_____	_____	☐	☐	_____
_____	_____	☐	☐	_____
_____	_____	☐	☐	_____

(If additional space is needed, use reverse side or attached addenda.)

_____
Signature of Chief School Officer

A complete Assessment Summary includes these items:

- This cover sheet
- An abstract
- A completed Assessment Summary form for each key area that was assessed

_____
Signature of person who prepared this report

Please send two copies of the Assessment Summary to:

Bureau of Occupational Education Research and Evaluation
New York State Education Department
1624 Twin Towers
99 Washington Avenue
Albany, New York 12234

ASSESSMENT SUMMARY FORM FOR PROGRAM KEY AREAS

School District _____ Program _____

Key Area # 6. Development of Basic Skills (Computational and Communication Skills)

1. What strengths did appraisers identify within this key area?

2. What needs for improvement were identified within this key area?

3. Mark the box indicating the extent of need for improvement within this key area (see instructions for definitions).

☐ No need for improvement. ☐ Moderate need for improvement. ☐ Pronounced need for improvement. ☐ Critical need for improvement.

4. What changes in this key area have already been initiated as a result of the evaluation?

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6. ☐ Check here if the district has identified a useful practice for assessing any of the criteria within this key area.

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ASSESSMENT SUMMARY FORM FOR PROGRAM KEY AREAS

School District _____ Program _____

Key Area # 7. Development of Occupational Skills

1. What strengths did appraisers identify within this key area?

2. What needs for improvement were identified within this key area?

3. Mark the box indicating the extent of need for improvement within this key area (see instructions for definitions).

☐ No need for improvement. ☐ Moderate need for improvement. ☐ Pronounced need for improvement. ☐ Critical need for improvement.

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6. ☐ Check here if the district has identified a useful practice for assessing any of the criteria within this key area.

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ASSESSMENT SUMMARY FORM FOR PROGRAM KEY AREAS

School District _____ Program _____

Key Area # 8. Development of General Occupation-Related Attitudes and Behaviors

1. What strengths did appraisers identify within this key area?

2. What needs for improvement were identified within this key area?

3. Mark the box indicating the extent of need for improvement within this key area (see instructions for definitions).

☐ No need for improvement. ☐ Moderate need for improvement. ☐ Pronounced need for improvement. ☐ Critical need for improvement.

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ASSESSMENT SUMMARY FORM FOR PROGRAM KEY AREAS

School District _____ Program _____

Key Area # 9. Occupational Career Awareness

1. What strengths did appraisers identify within this key area?

2. What needs for improvement were identified within this key area?

3. Mark the box indicating the extent of need for improvement within this key area (see instructions for definitions).

☐ No need for improvement. ☐ Moderate need for improvement. ☐ Pronounced need for improvement. ☐ Critical need for improvement.

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6. ☐ Check here if the district has identified a useful practice for assessing any of the criteria within this key area.

7. Use this space for (a) additional comments concerning this key area, or (b) requests for assistance related to evaluation of this key area:

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ASSESSMENT SUMMARY FORM FOR PROGRAM KEY AREAS

School District _____ Program _____

Key Area # 19. Follow-up of Students

1. What strengths did appraisers identify within this key area?

2. What needs for improvement were identified within this key area?

3. Mark the box indicating the extent of need for improvement within this key area (see instructions for definitions).

☐ No need for improvement. ☐ Moderate need for improvement. ☐ Pronounced need for improvement. ☐ Critical need for improvement.

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ASSESSMENT SUMMARY FORM FOR PROGRAM KEY AREAS

School District _____ Program _____

Key Area # 11. Resources

1. What strengths did appraisers identify within this key area?

2. What needs for improvement were identified within this key area?

3. Mark the box indicating the extent of need for improvement within this key area (see instructions for definitions).

☐ No need for improvement. ☐ Moderate need for improvement. ☐ Pronounced need for improvement. ☐ Critical need for improvement.

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ASSESSMENT SUMMARY FORM FOR PROGRAM KEY AREAS

:hool District _____ Program _____

ıy Area # 12. Safety

. What strengths did appraisers identify within this key area?

. What needs for improvement were identified within this key area?

. Mark the box indicating the extent of need for improvement within this key area (see instructions for definitions).

☐ No need for improvement. ☐ Moderate need for improvement. ☐ Pronounced need for improvement. ☐ Critical need for improvement.

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. Use this space for (a) additional comments concerning this key area, or (b) requests for assistance related to evaluation of this key area:

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ASSESSMENT SUMMARY FORM FOR PROGRAM KEY AREAS

School District _____ Program _____

Key Area # 13. Job-Seeking Skills

1. What strengths did appraisers identify within this key area?

2. What needs for improvement were identified within this key area?

3. Mark the box indicating the extent of need for improvement within this key area (see instructions for definitions).

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ASSESSMENT SUMMARY FORM FOR PROGRAM KEY AREAS

School District _____ Program _____

Key Area # 14. Placement Services

1. What strengths did appraisers identify within this key area?

2. What needs for improvement were identified within this key area?

3. Mark the box indicating the extent of need for improvement within this key area (see instructions for definitions).

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APPENDIX

ADVISORY COUNCILS AND CONSULTANT COMMITTEES

This appendix provides a brief description of the purposes and function of advisory councils and consultant committees. The appendix emphasizes (a) the ways in which the evaluation can support the work of advisory councils and consultant committees, and (b) the ways in which those groups can help in the evaluation. It also provides sources of information to help a school district that wishes to establish an advisory council or a consultant committee.

Advisory Councils and Consultant Committees

What They Are

Advisory Councils are appointed by boards of education of school districts or BOCES to give the board advice about policy and long-range planning and to assist in the evaluation of occupational education programs. Advisory Councils are composed of individuals who represent the range of occupations, industries and populations in the school district. Although advisory councils are required by New York State Education Department Law (sec. 4601) for those agencies which maintain occupational education programs, many agencies which offer few occupational programs elect not to form their own advisory council but designate the council at the BOCES as the means by which they will comply with State requirements.

Consultant Committees (sometimes called "craft committees" or "advisory boards"). Members of these committees are associated with specific occupational programs. They represent particular occupations such as auto mechanics, licensed practical nursing, stenography, etc. These committees assist in planning, development of new programs and revision of existing programs.

More information can be obtained on either of these groups from the following publications available from the State Education Department, Office of Occupational and Continuing Education:

- A Handbook for Members of Advisory Councils for Occupational Education
- A Handbook for Members of Consultant Committees for Occupations
- The Agricultural Consultant Committee

How the Statewide Evaluation System Can be Used to Support the Work of Advisory Councils and Consultant Committees

Both of these advisory groups have responsibilities related to the planning and evaluation of occupational education programs and related operations. The evaluation system provides both a structure and procedures that can help members of these groups to fulfill their responsibilities. The key areas and criteria constitute a structure that permits a comprehensive examination of a range of functions related to occupation education. Certain procedures in the assessment process, particularly expectation setting, appraisal and the review of findings represent excellent opportunities for members of advisory groups to participate in ongoing planning and evaluation activities of the agency.

How Advisory Councils and Consultant Committees Can Help Occupational Education Programs

1. They provide an opportunity for representatives from business and industry to take part in developing occupational education programs adapted to their particular community.

2. They contribute invaluable advice not readily available from other sources.

3. They serve as a means of communication between the school and members of the business community.

4. They create interest in and furnish support for occupational education programs in the community.

5. They familiarize the community with a source of trained workers.

6. They help to provide exposure to the world of work and work experience for students.

7. They assist with job development and placement.

8. They provide opportunities for teachers to keep informed about developments in their field.

9. They encourage and assist teachers in doing a more effective job.

10. They can help to preserve continuity in programs where there is a change of teachers.

How Members of Advisory Council and Consultant Committees Can Help to Carry Out the Occupational Education Evaluation

1. Provide advice concerning the selection of programs for evaluation.

2. Review expectation statements and provide advice about their content.

3. Provide advice about the adequacy of proposed items of evidence.

4. Help identify appropriate appraisers.

5. Oversee the orientation of appraisers.

6. Oversee the appraisal of the key areas and offer evaluative comments.

7. Participate with school district personnel in the review of appraiser findings.

8. Review draft reports (including assessment summaries) and provide suggestions concerning the content.

9. Suggest persons or groups who should receive information about the assessments.

10. Provide advice about steps the district should undertake in order to meet needs which are identified through the assessment.

11. Assist in setting up a schedule for activities to meet identified needs.

12. Monitor the work of the school district in carrying out steps to improve programs or services to students.

13. During the years between evaluations of specific programs (or of the group of agency key areas), confer regularly with school district personnel to consider continuing needs and the district's progress in meeting those continuing needs.

14. Make suggestions for improving the effectiveness of future evaluations.